Annual Report

Volume I
Education 1987-88

West Virginia Department of Education

Seventy-fifth Report
(Thirty-fourth Annual Report)
of the
State Superintendent of Schools

Volume I

State of West Virginia
For the period
July 1, 1987
to
June 30, 1988

Tom McNeel
State Superintendent of Schools

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West Virginia Department of Education

Capitol Complex, Charleston 25305 — Tom McNeel, State Superintendent of Schools

Tom McNeel
State Superintendent of Schools

November 1, 1988

The Honorable Arch A. Moore, Jr.
Governor of West Virginia
Charleston, West Virginia 25305

Dear Governor Moore:

The Seventy-fifth Report (thirty-fourth annual report) of the State Superintendent of Schools, Volume I, is respectfully being submitted to you with this publication. It has been prepared in compliance with the Official Code of West Virginia §§18-2-15, 5-1-20 and 5A-3-28.

Under separate covers we are pleased also to present to you the Annual Report of the West Virginia Division of Rehabilitation and the Annual Report of the West Virginia Schools for the Deaf and the Blind.

Respectfully Submitted,

Frances "Boots" Seago

Frances "Boots" Seago
President, WV Board of Education

Tom McNeel

Tom McNeel
State Superintendent of Schools

West Virginia Board of Education

EXECUTIVE OFFICES
Charleston, West Virginia 25305

Frances "Boots" Seago, President
Athens, 1992

Audrey S. Horne, Vice President
Wheeling, 1996

N. Blaine Groves, Secretary
Martinsburg, 1993

Virgil C. Cook, Member
Daniels, 1994

Kendall Hall, Member
Parkersburg, 1990

Ex Officio Member
Tom McNeel
State Superintendent of Schools

Patricia Full Hamner, Member
Buckhannon, 1991

Paul J. Morris, Member
Dunbar, 1989

Richard Schnacke, Member
New Martinsville, 1988

Helen Hauldren, Member
Hamlin, 1995

Ex Officio Member
Thomas W. Cole, Jr.
Chancellor, Board of Regents

West Virginia Department of Education

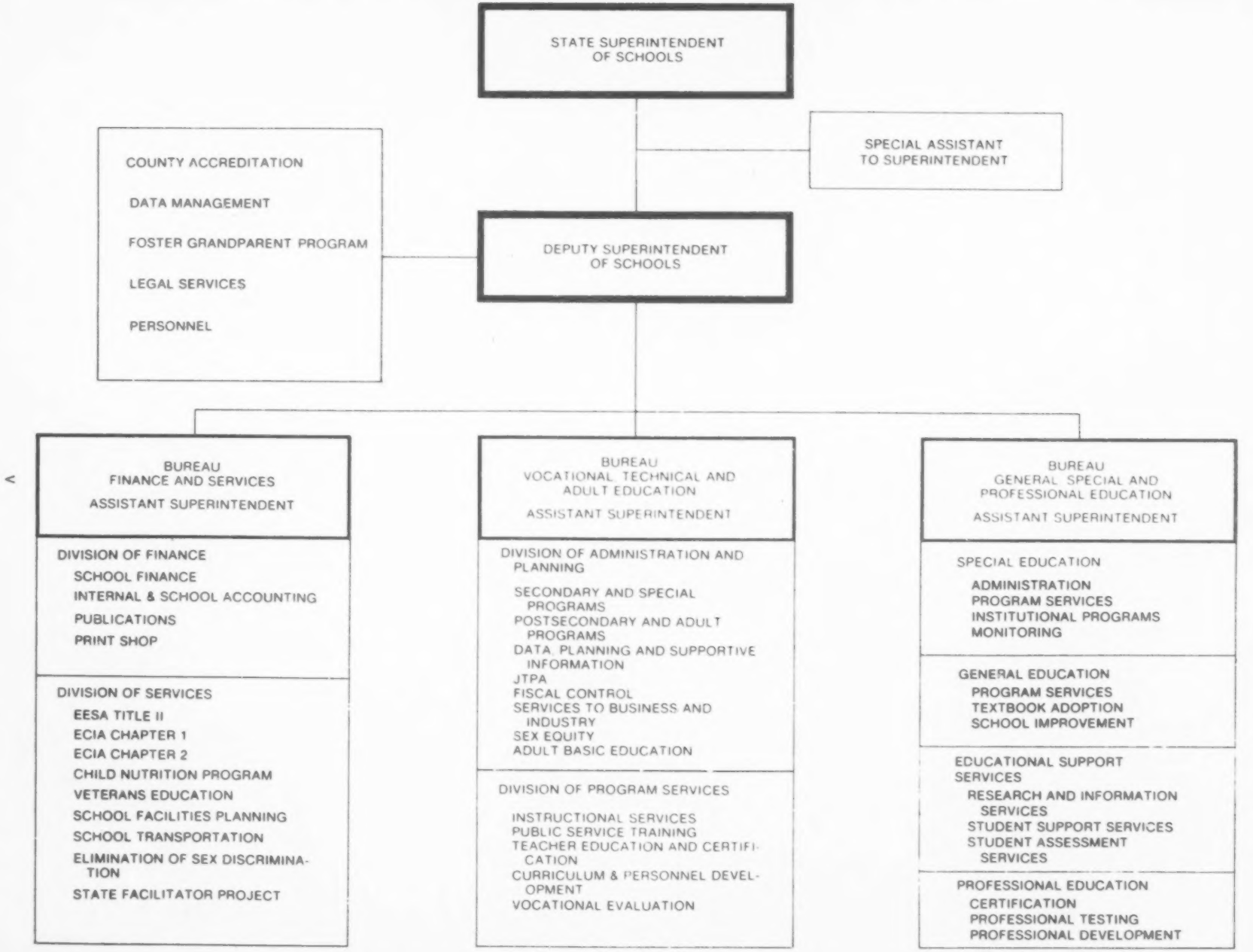
Tom McNeel
State Superintendent of Schools

James C. Smith
Deputy Superintendent

Clarence E. Burdette
Assitant Superintendent
Bureau of Vocational, Technical
and Adult Education

James Gladwell
Assistant Superintendent
Bureau of Finance and Services

John Pisapia
Assistant Superintendent
Bureau of General, Special and
Professional Education


STATE SUPERINTENDENT OF SCHOOLS
SPECIAL ASSISTANT TO SUPERINTENDENT
COUNTY ACCREDITATION
DATA MANAGEMENT
FOSTER GRANDPARENT PROGRAM
LEGAL SERVICES
PERSONNEL
DEPUTY SUPERINTENDENT OF SCHOOLS
BUREAU FINANCE AND SERVICES
ASSISTANT SUPERINTENDENT
DIVISION OF FINANCE
SCHOOL FINANCE
INTERNAL & SCHOOL ACCOUNTING
PUBLICATIONS
PRINT SHOP
DIVISION OF SERVICES
EESA TITLE II
ECIA CHAPTER 1
ECIA CHAPTER 2
CHILD NUTRITION PROGRAM
VETERANS EDUCATION
SCHOOL FACILITIES PLANNING
SCHOOL TRANSPORTATION
ELIMINATION OF SEX DISCRIMINATION
STATE FACILITATOR PROJECT
BUREAU VOCATIONAL, TECHNICAL AND ADULT EDUCATION
ASSISTANT SUPERINTENDENT
DIVISION OF ADMINISTRATION AND PLANNING
SECONDARY AND SPECIAL PROGRAMS
POSTSECONDARY AND ADULT PROGRAMS
DATA, PLANNING AND SUPPORTIVE INFORMATION
JTPA
FISCAL CONTROL
SERVICES TO BUSINESS AND INDUSTRY
SEX EQUITY
ADULT BASIC EDUCATION
DIVISION OF PROGRAM SERVICES
INSTRUCTIONAL SERVICES
PUBLIC SERVICE TRAINING
TEACHER EDUCATION AND CERTIFICATION
CURRICULUM & PERSONNEL DEVELOPMENT
VOCATIONAL EVALUATION
BUREAU GENERAL, SPECIAL AND PROFESSIONAL EDUCATION
ASSISTANT SUPERINTENDENT
SPECIAL EDUCATION
ADMINISTRATION
PROGRAM SERVICES
INSTITUTIONAL PROGRAMS
MONITORING
GENERAL EDUCATION
PROGRAM SERVICES
TEXTBOOK ADOPTION
SCHOOL IMPROVEMENT
EDUCATIONAL SUPPORT SERVICES
RESEARCH AND INFORMATION SERVICES
STUDENT SUPPORT SERVICES
STUDENT ASSESSMENT SERVICES
PROFESSIONAL EDUCATION
CERTIFICATION
PROFESSIONAL TESTING
PROFESSIONAL DEVELOPMENT

Introduction

This volume—the first of three which comprise the 34th Annual Report of the State Superintendent of Schools—is a detailed account of the actions and activities of the West Virginia Board of Education and the West Virginia Department of Education from July 1, 1987, through June 30, 1988.

In accordance with state law, this report has been prepared for the Governor, for transmittal to the state legislature.

Volume two of the report, containing a summary of education statistics, and volume three, a financial summary, are customarily issued later in the school year, when the vast amount of data needed for the reports has become available.

West Virginia Education, 1987-88

"Commitment, Cooperation and Challenge"

State Board President Frances "Boots" Seago announced in one of her early speeches that "Commitment, Cooperation and Challenge" would be her year-long focus.

The three-pronged theme would prove to be an appropriate description of 1987-88 activities in public education. Hundreds of educators participated -- often voluntarily -- in nationally-recognized academies, workshops and forums. Parents joined forces with special educators to form resource centers; students joined forces with the newest technology to obtain special lessons via satellite delivery. Events such as these displayed a strong commitment to bettering the educational system.

A new cooperative spirit was realized. "I hope you will make every effort to positively impact on the education of our youth by your involvement at this critical time," urged State Superintendent Tom McNeel as education reform continued to be in the forefront of legislative discussion. Many heeded the call to action when State Board President "Boots" Seago asked the educational community and interested citizens to join hands in a common effort. And so "On This We Agree" was born -- an historic compact outlining major educational improvements endorsed in full by numerous publics.

The year brought many challenges, particularly in dealing with the issues of empowerment, efficiency and accountability. Two Blue Ribbon commissions completed major education reports and, as the reporting period came to a close, education reform was the topic of a special legislative session.

Standout events for 1987-88 are highlighted below:

- Participants in the first West Virginia Teachers' Forum addressed the issues of education reform, teacher retention and teacher recruitment. In the day-long September event, peer-nominated teachers from throughout the state agreed that the number one priority in any approach to education reform must be early and meaningful teacher involvement. Governor Arch A. Moore, Jr., in his keynote address, described the event as "a quantum leap forward in advancing our state's education dialog."
- For 10 days in July, 96 principals underwent intensive exposure to the effective schools research in the fourth annual West Virginia Principals' Academy. The academy received much attention nationally as an effective model.
- In its second year, enrollment tripled at the West Virginia Teachers' Academy. The 102 teachers who attended the summer residential event represented 47 counties.
- The department's first Special Education Leadership Academy centered around the theme "Effective Programs Through Vision - Oriented Leadership." Eighteen participants heard five national speakers in the 12-day summer experience. Said the academy's resident director Carl Lashley: "The vitality that has been apparent in all the state's academies was evident in this one."
- Both the 12th annual West Virginia Vocational and Adult Conference and the Sixth annual Leaders of Learning Conference attracted thousands of educators to Charleston in August. Harry Wong, California-based biology teacher and keynote speaker of the leaders conference, urged educators to boost their "credibility" with both self-respect and respect for their vocation.
- In the spirit of cooperation and communication, the state board held a series of public meetings throughout the state beginning in November. "We hope to find broad areas of agreement in these meetings and we want to talk with the many groups on ways we can work together with the legislature to get results," said State Board President "Boots" Seago.
- More than 400 state elementary schools voluntarily began pilot testing in January the West Virginia model of the newest Power of Positive Students (POPS II) program for grades K-4. Using materials developed by state educators, POPS II focused on student self-awareness, goals and expectations, enthusiasm and coping skills, and the individual's role in community life.
- A Barbour County 5th grade teacher became the state's first recipient of the newly-established Christa McAuliffe Fellowship. Judy Zizzo, selected by a seven-member statewide panel, was honored by U.S. Secretary of Education William Bennett in a national announcement.
- Parents and special educators teamed up to form unique parent resource centers in counties throughout the state.
- In November, Governor Arch A. Moore, Jr., announced Esther

Lauderman from Wood County as the West Virginia Teacher of the Year.

- Seventeen counties attended a fall workshop to accelerate their drug-free schools program in cooperation with the U.S. Dept. of Education.
- In a special Blue Ribbon Commission on Education Reform survey, 45 percent of the respondents saw little change in the public schools in the last five years. The survey also indicated that most West Virginians thought their public school teachers were doing a good job, should be paid better and should be teaching in better facilities.
- Two blue ribbon reform reports were presented to the state board at its November meeting. Among the 34 recommendations of the Blue Ribbon Commission on School Finance were the resumption of the sales tax on food and the boosting of teacher salaries toward the U.S. median. The commission also focused on accountability, local control and governance. The final report of the Blue Ribbon Commission on Educational Reform listed -- as its highest priority -- better salaries and fringe benefits for teachers. The 46 recommendations centered on efficiency of the educational system, equality of educational opportunity, and teaching and learning. In a "special order of business," the commission unanimously urged the governor and state tax commission to "immediately certify" the statewide property reappraisal program.
- A landmark implementation plan for the "redesign" and "refocus" of state vocational education became a reality with board approval in February. Its five-pronged thrust sought improvements in career orientation, secondary vocational studies, adult voc-ed programs, personnel development and facilities modernization.
- West Virginia's major computer network -- with intracounty, intercounty, interstate and international linkage capabilities -- continued to expand and inspire imitation nationwide. Over 6,000 public domain software programs were available to teachers. Another administrative network was added to allow quick communication to superintendents and to assist counties fill vacancies in critical need areas.
- In a special signing ceremony in the state capitol rotunda in January, officials of major professional, governmental and community organizations affixed their endorsements to a pact outlining major legislative recommendations to aid schools. The document was described by State Superintendent Tom McNeel as historic, noting that it was the first time in many years that such groups were united in their requests to lawmakers.
- "The future of West Virginia rests in our hands" said McNeel as he and other leaders statewide urged citizens to vote for the Uniform School Building Amendment on March 5. The measure, which would have altered the method of collecting property taxes for schools, was defeated by a 56 to 44 percent margin.
- By March, the West Virginia Education Fund had established more than 300 school-business partnerships in 37 counties.
- Distance learning -- instruction via satellite -- began in 13 high schools representing 10 counties. Among the classes offered were physics, French, Spanish, trigonometry, German and calculus. In March, the German and calculus lessons, normally from Oklahoma, were transmitted from the Board of Regents uplink in Institute. West Virginia students were seen nationwide participating in the lessons.
- School-by-school report cards were issued for the first time in June. "They go beyond anything we've done before -- and they won't be perfect in the first year," said State Superintendent McNeel.
- Three elementary schools were named National Schools of Excellence by the U.S. Department of Education: East Dale Elementary, Marion County; Weberwood Elementary, Kanawha County; and Wyatt Elementary, Harrison County. The three were honored in May by McNeel in a special ceremony.

West Virginia Board of Education
-Summary of Key Actions-

July

The board elected Frances "Boots" Seago of Mercer County as its new president. Also at its meeting at Canaan Valley State Park, the board elected Audrey Horne of Ohio County as vice-president and Blaine Groves of Berkeley County as secretary. The board accepted reports from three joint commissions with the Board of Regents – college attendance, professional development, and certification and governance. Work in all three areas was scheduled to continue another year.

Following the customary two-month public comment and review period, the board approved the fiscal year plan for child nutrition programs and Policy 7232 dealing with the administration of tax checkoff funds and contributions for literacy. Also approved were a school nurse program at West Virginia Wesleyan College, business program modifications at West Virginia State College and a reorganization of the West Virginia Schools for the Deaf and Blind.

August

By adopting a resolution at its meeting in Charleston, the board continued to confirm its strong support of the statewide excess levy. The resolution beseeched the State Supreme Court of Appeals to set aside Judge Jerry Cook's order (the most recent in Pauley, et. al. v. Gainer, et. al.) when it was filed with that court. The board stressed that county school systems should continue to have the ability to derive funds from special excess levies "until such time as an appropriate alternative system for providing equalized funding for high quality education be effected."

President "Boots" Seago honored past president Kendall Hall with a resolution citing his service "with distinction and honor." The board also approved "Step 7" instructional improvement plans for 51 counties, Policy 7231 on private school regulations, amendments to Policy 7211 on appeals procedures for citizens, the addition of a science book to the state multiple textbook list and state aid allocations for food services.

September

The board unanimously endorsed the Uniform School Funding Amendment at its meeting in Boone County. Also, the board adopted an official position in strong support of equal employment opportunities.

Other board action included approval of "Step 7" instructional improvement plans for four counties, the distribution schedule for the general school fund balance, appointments/reappointments to the Advisory Council for the Education of Exceptional Children and distribution of special education funds.

October

While the Board met at the Rehabilitation Center in Institute for its monthly meeting, Board member Blaine Groves received the Public Service Award in Martinsburg. Presented by the WV Association of Rehabilitation Facilities, the award honored Dr. Groves for his years of outstanding contributions to the total community sheltered workshops movement.

The board approved among its actions the superintendency and reading specialist programs at West Virginia University, Marshall and COGS (refiled under Policy 5100) and textbooks for the state's multiple list in the areas of kindergarten, correlated language arts and driver education.

Also during the October meeting, the board received legislative recommendations from all major education organizations. The board planned to conduct public "question and answer" sessions throughout the state before formulating its legislative proposals.

November

The board received two major blue ribbon reports at its meeting in Mason County: the Blue Ribbon Commission on School Finance as presented by Chairman Karen Lukens and the Blue Ribbon Commission on Education Reform as presented by Chairman Judge Charles Haden.

Approved were the state transportation regulations and minimum requirements for licensure of educational personnel and the board's response to the Annual Report of the WV Advisory Council for the Education of Exceptional Children.

December

In a joint session in Charleston, the board and the West Virginia Board of Regents urged the governor and legislature to address problems with the Public Employees Insurance Board.

Helen Hauldren of Lincoln County joined the board as its newest member, having been appointed in November by Governor Arch A. Moore, Jr. to a term ending in 1995. The governor also reappointed Audrey Horne of Ohio County to a term ending in 1996.

The board honored former member James P. Clark of St. Albans and placed on public comment the 1988 summer food service program and the implementation plan for the redesign and refocus of vocational education.

Demonstrating the kind of education - community partnership championed by its president, the board adopted key legislative recommendations at a special

meeting on Dec. 14. The resulting consensus document "On This We Agree" was developed in concert and endorsed by all major education associations and key citizens throughout the state. The compact called for a five percent sales tax on food (or other comparable revenue measure), implementation of the property reappraisal program, an eight percent salary increase for professional and service personnel, a long-term plan to adequately fund the Teachers' Retirement System, increased funding for the Public Employees Insurance Board (PEIB) and enactment of a loss-reduction provision in connection with the Uniform School Funding Amendment scheduled for a vote on March 5.

January

A board subcommittee to study Policy 2419 concerning regulations for the education of exceptional children was appointed at the board's meeting in Charleston. The board also received a department report from a Mingo County inquiry and proposed the lifting of time percentage mandates in Policy 2510: Regulations for General, Vocational and Special Education Programs. The latter was placed on public comment. Approved were Policy 5105 dealing with the West Virginia Council on Professional Education and an allowance for increased enrollment.

February

At its Charleston meeting, the board authorized the state superintendent to take certain appropriate legal action if the extreme lateness of state aid payments continued. Items approved included revisions to Policy 2419: Regulations for the Education of Exceptional Students, revisions to Policy 2510: Regulations for General, Vocational and Special Education Programs, the implementation plan for the redesign and refocus of vocational education, appointments to the WV Textbook Advisory Committee, French and Spanish foreign language programs at West Virginia State College, the summer food service program and a county/school accreditation advisory committee.

March

The board, at its meeting in Charleston, instructed the state superintendent to file the appropriate motion with the court in oppostion to Judge Cook's order of June 29, 1987. The board also granted authority to the state superintendent to approve proposed preliminary budgets and asked him to report on them at its May meeting.

Other action included approval of the FY 88 expenditure schedule (revisions) and the placing on public comment period the department's equal employment opportunity plan, state plan for adult education and the child nutrition policies of operations manual.

April

Honoring a long-standing invitation, the Board conducted its monthly meeting in Mingo County. The board approved a modification in the health education program at West Virginia University, the 1989-91 state plan for vocational education, the adult education state plan request for a one-year extension and selection/appointments of persons to the appeals board membership as outlined in Policy 5202: Minimum Requirements for the Licensure of Educational Personnel.

May

At its regular meeting in Mercer County, the board agreed to a one-year field testing of the alternative high school program for adults. The program is for adults who have acquired skills through their life experiences and can demonstrate such in applied performance tests.

Gilmer County's preliminary 1988-89 budget was approved, authorizing a reduction of six non-instructional days in the minimum employment term of 200 days. The approval was to be accompanied by a strong letter of concern. A corrective action plan to the U.S. Department of Education's 1986 monitoring report of special education was approved. The board directed that parents, adversaries and other appropriate constituencies be involved in developing procedures to implement the plan.

Other board approvals included the child nutrition program's operations manual, county preliminary 1988-89 budgets, and the board's response to the state opportunity/affirmative action plan.

June

For its last meeting during the reporting period, the board met at the West Virginia Schools for the Deaf and Blind in Hampshire County. Following its meeting, the board participated in commencment exercises for the two schools as well as honored Jack Brady, the retiring superintendent of the schools.

The board approved the mathematics through Algebra I program at the West Virginia College of Graduate Studies, requests to operate summer schools and a grievance procedure for department employees in compliance with the State Employees Grievance Board.

Put on public comment were proposed procedures for the Certification Appeals Board, rules /regulations amendments of the WV Secondary Activities Commission, Policy 5101: Competency Testing Program for Technical and Industrial, Health and Occupational Home Economics Teachers, the 1989 state plan for the administration of child nutrition programs and Policy 4334: WV Minimum Requirements for Design and Equipment of School Buses in 1988.

Administration

Data Management

This unit has responsibility for coordinating all data collection and processing for the department to eliminate inefficiency, duplication of reports and processes, delays and inaccuracies.

The review of data collection forms used by the department continued during the year. The data management unit participated in the planning of a data system for West Virginia public schools. The department's word processing system was expanded; a number of microcomputers were installed in offices. The statewide computerized administrative network was expanded to include information on vacancies and applicants in areas of critical need. This information is collected by the personnel office. The unit represented the department in the planning of a system to compare the status of education among the states.

Foster Grandparent Program

Children with exceptional and special needs in West Virginia's schools receive special attention from senior citizens in this program, part of the department's growing emphasis on involvement of school volunteers generally and older people specifically. Approximately 145 seniors spent four hours each school day in schools throughout the state, assisting nearly 600 students. The children served ranged from under a year old to age 18, and the volunteers ranged in age from 60 to nearly 90.

Overseen by administrative staff, the program is federally funded and involves state matching funds and in-kind contributions.

North Central Association

The staff assisted 196 schools to maintain or meet the requirements of the North Central Association Commission on Schools. These member schools demonstrate annually that they have the resources to be a member and that they have used them effectively and efficiently to meet the educational needs of their students.

The staff assisted the Commission on Schools to function as a viable accreditation association in West Virginia as follows:

. Providing two drive-in workshops.

. Assisting 15 member schools with self-evaluation studies and preparation for on-site team validations.

. Working with all 196 schools in the preparation of the evaluation reports presented annually for accreditation purposes to the Commission on Schools.

. Representing the member of schools at all meetings of the Commission on Schools.

. Developing and implementing a one-year and interim follow-up process during the seven-year evaluation cycle.

. Working with eight schools to obtain initial accreditation.

. Conducting three meetings of the NCA State Committee.

Personnel

The department sent position announcements to approximately 250 recruiting sources including the Chronicle of Higher Education and other professional journals. Two hundred ninety-six associate staff applicants were tested, screened and referred for interviews and 179 professional staff applicants were screened and referred for interviews during the year.

The personnel office maintains a statewide computer network for teacher vacancies and applicants. Twenty-three counties and three RESA's have utilized the posting service. Over 75 teachers from West Virginia and out-of-state contacted the personnel office concerning teacher vacancies.

The personnel office conducted orientation sessions for new employees, prepared and coordinated the evaluation process, assisted in preparation of in-service training, served on on-site review teams and completed reports relating to EEO, OSHA, Worker's Compensation and other agencies.

Private Schools

State law requires compulsory public school attendance except for students attending private schools under specified exemptions. In 1983 the Legislature authorized Exemption K schools as an alternative to Exemption A instruction in private, parochial and other approved schools. Many persons who desired to provide home instruction for their children, and who were unable to meet the requirements under Exemption B, registered as private or church-related schools under Exemption K.

This office administered the Exemption K program. In 1983-84 there were 108 Exemption K schools; in 1984-85, there were 198 Exemption K schools; in 1985-85, there were 275 Exemption K schools; and in 1986-87, there were 388 Exemption K schools. In 1987-88, for the first time, all continuing Exemption K schools sumbitted test results. School are required to annually test their students and to provide remedial programs if the students fall below the 40th percentile on the test.

The 1987 Legislature passed House Bill 2781 which expanded the definition of Exemption B to include home instruction and made county boards of education responsible for working with Exemption B schools. Exemption K schools remained the same except that home instruction could no longer be registered under that exemption. As a result, the number of Exemption K schools dropped from 388 in 1986-87 to 146 in 1987-88.

School Classification

The school classification cycle continued in 1987-88. Classification integrated many of the activities required by both classification and county accreditation. School classification was successfully used by all school in 14 counties. Schools classified as conditionally approved or non-approved the previous year were visited and reclassified.

Legal Services

The Legal Services staff assisted in several court cases heard in 1988, including **State et. rel. Board of Education, et. al. v. Hon. Robert Chafin,** on which the state board of education was a co-plantiff to prohibit enforcement of Judge Cook's 1985 order in **Pauley v. Bailey** requiring redistribution of county excess levy proceeds if the Statewide Uniform Excess Levy did not pass.

Two hundred fifty interpretations were drafted and signed by the state superintendent and six requests for opinion of the Attorney General were drafted and sent. The attorneys participated in annual training for special education due process hearing officers and provided daily consultation with staff members on legal aspects of project assignments.

Bureau of Vocational, Technical and Adult Education

Administration and Planning

Administration

Staff prepared and reviewed state and local plans and accountability reports, monitored expenditures, worked on policy updates, maintained liaison with other department bureaus and other state agencies, and planned and conducted three statewide conferences for vocational administrators as well as the annual statewide conference for all vocational teachers and administrators.

Adult Basic Education

Staff were responsible for administration of adult basic education classes in all counties serving 20,738 persons, up from 19,634 in 1987-88. Many of these adults were served by 33 full-time adult learning centers located in vo-tech centers, libraries and other convenient sites. Approximately 400 classes were conducted in a variety of other locations.

High school equivalency diplomas were earned by 5,978 persons who passed the national GED test. The basic education programs also served 488 persons who enrolled in English-as-a-second-language courses, 2,242 institutionalized adults, and 1,420 handicapped adults. In addition, 1,283 adult students obtained a job, 369 adult students obtained a better job or salary increase, and 274 students were removed from public assistance.

Adult basic education instruction (GED on TV) was delivered via television statewide through cooperation with public and cable television stations.

Staff worked cooperatively with the WV Adult Literacy Coalition which was formed to create a greater awareness of and solutions to illiteracy in the state and nation. Staff also worked closely with all volunteer literacy providers that have activities in 55 counties.

Data, Planning And Supportive Information

Staff conducted four regional program planning meetings and coordinated the preparation of the annual vocational education state plan and annual report. Staff processed 63 local education agency plans, collected enrollment/termination/placement data on 88,353 students, conducted nine workshops for teachers and administrators, maintained a file of local and state personnel and acted as liaison with the department of vocational rehabilitation and with various agencies, including those concerned with civil rights.

The staff also coordinated preparation of the performance report for FY 88, the state plan for fiscal years 1989-91, and conducted desk audits for 16 counties, with onsite visitation to four. The latter was to determine compliance with civil rights legislation.

Community Education

The department staff provided technical assistance to 35 counties. These counties provided K-12 support programs and/or adult classes and activities to approximately 50,000 persons according to the latest count of unduplicated numbers of people served.

Through the efforts of the staff, a five year plan for community education was developed. This project was funded by the National Center for Community Education. Also, four latchkey programs were established in four counties with federal funds. These programs now provide after school care for children of parents who work. In order to promote activities between seniors and children, an intergenerational workshop was held, sponsored by the department and the Commission On Aging.

To promote and publicize the community education concept to local educational and civic agencies, work began on producing an informational video.

Job Training Partnership Act/ Private Industry Council

Using federal funds awarded through the private industry councils in the state, the bureau provided training for youth (in and out of school) and adults.

Activities included:

. 36 programs in 34 counties provided 700 students (adult/youth) with skill training including remediation and "Career Life Preparation."

. 36 training programs in 26 counties provided instruction for 558 adult/youth who were referred to regular vocational classes in diverse training areas such as auto mechanics, cornputer technology (including robotics & computer-assisted design), electronics, industrial maintenance, business technology and licensed practical nursing.

. 55 dropout prevention programs in 55 counties provided 3,551 youth (in and out of school) with guidance services, remedial instruction, life skills, "tryout" employment and work experience activities.

. 2 programs in state correctional facilities provided 65 adults and 155 youth with skill training, remedial instruction, life skills and guidance.

. 12 programs in 12 counties provided 360 Governor's Summer Youth Program participants, two or more grade levels

behind, with computer-assisted remediation training in math and English.

. 6 programs in 6 counties provided retraining to 332 displaced coal miners. Participants were given skill training, remedial instruction, life skills and guidance counseling.

. 44 programs in 16 counties provided skill and upgrade training in industrial sites to 717 persons. Training included vestibule and classroom instruction.

Post-Secondary And Adult Programs

During 1987-88, 76,245 adults were served through training programs administered by the bureau and conducted by county boards of education:

Adults full-time training	4,831
Adults part-time vocational ..	50,676
Adults JTPA programs	5,891
Adult Basic Education	20,738

*Adult NEIT - (included in adult)

The department continued to cooperate with the West Virginia Board of Regents in training 13,202 post-secondary students through vocational programs in 229 community and state colleges. More than 3,000 training programs for adults were provided during the reporting year, with each of the 55 counties providing at least one or more programs.

Secondary And Special Programs

During the year, 98,906 secondary students were enrolled in vocational education programs administered by the unit. This total is an unduplicated count. Additionally, 1,640 adults were enrolled through secondary vocational programs. Job placements increased from last year's 83 percent to 87 percent. Sixty-nine percent of the total number of secondary students in the state were enrolled in at least one vocational education course.

The unit also:

. Continued to operate collaborative handicapped programs involving the cooperative assistance of vocational rehabilitation and client advocacy groups.

. Continued to provide computer software programs to all 55 county school systems in order to assess the abilities and needs of disadvantaged and handicapped students.

. Continued to provide support services in mainstreaming additional handicapped students into vocational programs and in assuring that vocational programs are available to handicapped students.

. Continued to provide at least one special educator for every school in the state.

. Expanded comprehensive vocational assessments to incarcerated male and female students located in three juvenile facilities in order to assure appropriate training (training occurred at vocational-technical centers).

Services To Business And Industry

This unit encompasses services to business and industry provided by the bureau using federal Job Training Partnership Act (JTPA), Appalachian Regional Commission (ARC), and state New and Expanding Industry (NEIT) funds for economic development.

Seventeen projects were conducted last year which provided training for over 1,328 participants, helping them acquire, keep and move up in their jobs. On most of these projects, bureau staff assisted the companies with job/task analyses to help them better organize the training. Instructional materials also were provided to many of the companies. The training took place either at West Virginia vo-tech centers, where appropriate, or at the companies as necessitated by facilities and equipment. Typical vo-tech center assistance centered on training in such areas as computers, cad/cam, welding, fabricating, secretarial and machine skills. Funds were provided for instructors and consumables to help companies offset the high cost of training while remaining competitive, thus saving and creating jobs for West Virginians.

Twenty-eight companies serving 481 participants were assisted with supervisory training, which is provided through the Region III Regional Educational Service Agency. This free training was customized for each industry and generally covered first-line supervisory skills in communications, problem solving, time management, stress management and effective leadership.

Sex Equity

This unit, which furthers equal educational opportunities in all vocational programs, approved and monitored 57 projects designed to overcome sex bias and stereotyping. More than 10,000 students and adults statewide were served in these federally-funded programs. Nearly 40 percent of the sex equity programs provided activities to enable girls and women to support themselves and their families.

Programs conducted by 19 local education agencies served 612 single parents and homemakers. Federal funds were used to support occupational training, educational and career assessment, counseling, basic education, pre-employment training and child care, and travel assistance for eligible participants.

All local education agencies' plans were reviewed for appropriate objectives and activities to overcome sex bias and promote equity. On-site technical assistance was provided to 26 education agencies.

Program Services

Staff in this division, in addition to regular responsibilities for curriculum and instruction, also:

. Coordinated 42 inservice and preservice training institutes for vocational teachers through county boards of education, colleges and universities, and regional education service agencies.

. Implemented pilot projects in principles of technology.

. Coordinated the development of 36 new curriculum guides based on learning outcomes.

. Upgraded computer assisted drafting software in the drafting programs and provided teacher training.

. Worked with the U.S. Army to coordinate teacher training for a new electronics curriculum.

. Provided training on heating/air conditioning and ventilation software.

. Assisted with completion of articulation agreements in health occupations and welding.

. Assisted with the development of a county assessment instrument for Criteria of Excellence.

. Developed guidelines for non-pay work site training.

. Obtained substitution approval for three units of vocational agriculture for one unit of science.

. Coordinated and held in-state student organization event conferences and coordinated the national student organization conferences.

. Coordinated industry-sponsored workshops and back-to-industry experiences for 140 technical and industrial teachers.

. Conducted the third academy for vocational administrators, emphasizing leadership, supervisory and planning skills.

. Supported six teacher preparation programs for vocational education, serving over 500 teachers/administrators.

. Assisted in the departmental procurement of testing banking and generation software for use in criterion-reference testing within vocational education programs.

. Developed criterion-referenced test item banks for seven vocational areas of study.

. Provided instructional video development services for 23 business/industrial enterprises as well as for 17 departmental functions.

. Assisted county school systems in their efforts to restructure the traditional 3 hour block of vocational instruction into 1-2 hours semester classes to provide better student access to programs.

. Installed the ALS Library System and a Telecommunications System (downlink) at the Vocational Curriculum Laboratory.

. Disseminated 14,060 instructional materials to teachers statewide through the Vocational Curriculum Laboratory, including many new up-to-date videos.

. Evaluated, as part of county accreditation, vocational programs in 14 counties. Maintained the accreditation of 28 vo-tech centers with the North Central Association.

. Finalized the Redesign and Refocus of Vocational Education study and prepared a three-year implementation plan.

. Implemented two new entrepreneurship programs (10 and 90 hours).

. Conducted the annual vocational and adult education conference with over 1,200 teachers and administrators in attendance.

. Evaluated 13 private schools.

. Initiated efforts to strengthen basic skills of vocational students through personnel development, curriculum development and special projects:

— 32 workshops were conducted for over 400 participants, emphasizing strategies/techniques for reinforcing basic skills through vocational education.

— 200 certified mathematics teachers were trained to utilize a new applied mathematics and applied communication course.

— Basic Academic Skills for Employment software was pilot tested in two sites. This program assesses students' math and language skills needed for employment, diagnoses needs and provides computer-assisted remediation services.

— Participated in the Southern Regional Education Board's vocational basic skills project. Identified three pilot sites in West Virginia, developed site plans and initiated three year projects to raise the basic skill levels of vocational students.

Agriculture Education

The agricultural education program, enrolling 5,000+ secondary students and more than 800 adults in full and part-time programs, diversified and expanded to meet the needs of those being served. Cooperative vocational training in off-farm agricultural occupations dealt with food products (animal processing), agricultural machinery sales and service, horticulture and agricultural mechanics.

The vo-ag program had a significant impact on the state's economic picture. Income generated from student-supervised occupations experience programs exceeded $3.8 million. Some 430 were involved in farm placement and 397 students were involved with off-farm agricultural occupations.

Continued emphasis was placed on computers in agriculture, cooperative agricultural education and agricultural mechanics. Teachers were involved in numerous inservice workshops to enhance their instructional programs. A new program thrust addressed adult distance learning via satellite transmission.

The FFA organization is an integral part of the vo-ag program. For the fifth consecutive year, state membership was 100 percent. A major emphasis of the FFA is the development of skills and abilities to prepare young people for leadership roles in their agricultural careers.

Major state FFA activities included FFA convention and leadership conference, state officers leadership camp, Ham, Bacon and Egg Show, state officers Goodwill Tour, vo-ag judging contest and State Fair participation.

Business Education

Business education provides instruction for vocational competence in business jobs. It is this skill area that provides students a link between the vocational instruction and their future careers. This occupational group has been the fastest growing area of employment. Business education courses enrolled 27,976 secondary and 1,139 adult preparatory students.

Business education is offered at various levels, including junior high school, senior high school, area vocational-technical centers, adult education programs and colleges. Seven major curricula are provided in business education: stenographic, clerical, accounting, business data processing, word processing, supervision and business management, and information processing.

The modern office has become a communication center. The technological advances in word processing, micrographics, data processing, electronic mail, desktop publishing and telecommunications have had, and will continue to have, a tremendous impact on business education. Microcomputers are an integral part of business education, and they are being utilized in the business curriculum for word processing and data processing with emphasis on business applications.

Computer literacy courses are being implemented. Eighty to 95 percent of all computer applications are business data.

In West Virginia, more than 3,600 students enrolled in business programs belong to the 124 Future Business Leaders of America chapters. Four sectional leadership conferences and a state FBLA-PBL Leadership Conference were held involving more than 1,760 students in competitive and leadership events. Approximately 56 members from West Virginia participated in the annual national FBLA-PBL Leadership Conference. At the national leadership conference, the West Virginia FBLA chapter had eight students receive national recognition. Karen Menefree, Wirt County High School, received the title of National Parliamentarian.

The post-secondary students enrolled in Phi-Beta Lambda (PBL) are located in vocational centers, community colleges and four-year colleges. There are approximately 330 members and 13 chapters in West Virginia. Students participate in state and national conferences. West Virginia Phi Beta Lambda chapter received nine recognitions at the National Conference. Claudia Hammar, West Virginia Institute of Technology, received a first place recognition.

Career Exploration

Career Exploration programs involved more than 7,000 students in 45 counties throughout West Virginia. Through the Refocus and Redesign of Vocational Education, the delivery system for career exploration was reviewed and designs for alternative models for delivery began.

Another curriculum for the Governor's Summer Youth Enhancement Program was written and teachers in 12 counties implemented it for the second year. The program has received favorable comments nationwide, with several states expressing an interest.

Consumer and Homemaking Education/Occupational Home Economics Education

Although secondary consumer and homemaking enrollments declined by 299 students, total enrollments for vocational home economics programs increased by eight and one-half percent. Students served included 24,566 secondary students and 2,496 adults enrolled in consumer and homemaking programs and 1,163 secondary students and 304 adults enrolled in occupational programs. Incentive funds were used in 92 middle school and junior high programs to implement the new home economics program, "Basic Attitudes, Skills and Experience (BASE)." This represents more than a 200 percent increase over the previous fiscal year. Each middle school and junior high home economics teacher receiving BASE incentive funds was also inserviced on the use of the curriculum. An additional 350 teachers were updated by staff through technical assistance, workshops and conferences emphasizing curriculum, computers as an instructional aide, teaching techniques, resource materials, integrating FHA/HERO into the classroom and program standards. Vocational home economics programs in 14 counties were formally evaluated. An exemplary program for pregnant and parenting teens was initiated as a pilot project in one county.

Major curriculum modifications are occuring in occupational home economics programs to increase student access, address changing technology and meet industry needs. Three-hour block classes are being replaced with one-and two-hour courses; stand-alone courses without prerequisites are being developed and adults are enrolling in secondary programs where space is available. Entrepreneurial education is a priority in all subject areas. Twenty-six facilities offer specific job skill training in occupational home economics in West Virginia. Employment areas include food management, production and services; care and guidance of children; fabric management, production and services; home furnishings, equipment and services; institutional and home management services; and hospitality services. Increases in enrollments are expected if employment predictions for service industries are accurate.

Future Homemakers of America is an integral part of all vocational home economics programs in West Virginia. Membership in 193 FHA/HERO chapters totaled 4,079 students which resulted in a two percent increase in state membership. Four state sponsored activities involved 1,526 members and advisers at the regional and state levels. Fifty-one FHA/HERO members and advisers attended the National Leadership Meeting in Cincinnati, Ohio. Thirteen students were involved in competitive events and won seven gold medals and four silver medals.

Curriculum Laboratory

The West Virginia Vocational Curriculum Laboratory procured and cataloged approximately 992 new instructional items, conducted numerous regional and national searches, disseminated 6,000 curricular items to local teachers, and sponsored or participated in 71 workshop inservice sessions. "Criterion-referenced" test item banks were completed for building maintenance, drafting and masonry, and signficiant progress was made in producing an instructional video.

Learning outcomes were identified and verified for all remaining vocational areas of study and 16 new curriculum guides were developed.

The curriculum laboratory continued printing curricular materials, maintaining the department of education film libraries and serving as the systems operation center for the educational microcomputer network.

Entrepreneurship Education

Entrepreneurship education was delivered in at least 15 high schools by marketing education and business education teachers. Plans have been made to train up to 200 teachers to incorporate entrepreneurship competencies into their particular vocational programs.

The new curriculum product, **New Enterprises in West Virginia,** was widely distributed within West Virginia and nationally through the National Entrepreneurship Education Consortium. Reviews were positive and its use is increasing. It was used in a joint project carried out by department staff, the Vietnam Veterans of America, the Department of Labor and the Small Business Adminstration to provide entrepreneurial training to veterans. Approximately 75 veterans were served, resulting in at least eight new businesses.

Adult courses utilizing local experts and a videotape series have been offered through adult marketing education courses at the Charleston Town Center Mall and the Huntington Mall in Barboursville. Nearly 70 potential entrepreneurs were trained. Both mall programs will be continued and a new program will be added at the Meadowbrook Mall in Harrison County.

Entrepreneurship competitive events were conducted at the state level by DECA, FBLA, and FHA/HERO.

Health Occupations Education

This year, 1,247 secondary and 1,035 adult preparatory students enrolled in health occupations education programs. Modifications were made in curricula to reflect changing needs of the health care

industry. Existing secondary nursing assistant programs were expanded and diversified to include study in approved health careers such as respiratory therapy, physical therapy, pharmacy clerk, veterinarian assistant, etc. Expansion of study and clinical experience in geriatrics and mental health was initiated in practical nursing programs. Joint efforts began with existing state agencies and institutions to identify curriculum content in order to implement legislative mandates. This included training and competency evaluations for long-term care nursing assistants and educational programs to prepare individuals to work with the developmentally disabled. Technical assistance was provided to a number of counties, but was concentrated in those counties where program modifications were initiated or anticipated such as health services assistant programs (changed from nursing assistant) and in pilot projects involving scoping and sequencing courses to three 1-period blocks versus a one-3 period block.

Three regional workshops were held to assist teachers in the implementation of recommended program changes and modfications. Requests from the health care industry for medical transcriptionists resulted in a joint venture between business education and health occupations education in the development of a state curriculum for this area. Participation by students in Vocational Industrial Clubs of America increased. Health occupations students won two medals in the national competition held in Wichita, Kansas.

Industrial And Technical Education

The industrial and technical education staff supervised 540 programs involving 542 teachers with 10,950 secondary and 2,160 adult students enrolled. The staff also had responsiblity for technical occupation training programs involving 859 secondary and 270 adult students. Learning outcomes are now in place for 35 program areas. Curriculum guides were completed and disseminated to teachers, and others are in various stages of completion. Staff members were involved in developing training outlines for several industries. Technical updating workshops and institutes for teachers were jointly sponsored by this unit and industry. West Virginia continued its joint project with the National Science Center for Communications and Electronics at Fort Gordon, Georgia, to improve electronics instruction. The staff had responsiblity for the administration of the West Virginia Welding Certification program. There were 31 test sites which issued certification to 700 welders.

The Vocational Industrial Clubs of America (VICA) enjoyed a membership of 6,170, making it the largest vocational youth organization in West Virginia. This increase in post-secondary membership over previous years won the state national honors. Eighty-six students who won first place awards in state contests competed in the U.S. Skill Olympics and Leadership Conference held in Wichita, Kansas. Two second place medals, one third place medal, and 12 national recognitions were received by the delegation from the West Virginia Association of VICA.

Marketing Education/ Cooperative Education

The 108 marketing education and diversified cooperative training programs enrolled over 5,000 students. Staff conducted on-site evaluations and provided technical assistance to the counties. Specialized programs in entrepreneurship, hotel/motel management, advertising, finance and credit, and professional selling were offered. Curriculum development activities in marketing education and entrepreneurship were completed.

The West Virginia Assoc. of the Distributive Education Clubs of America (DECA) had approximately 65 chapters and 2,300 members, an increase of 10 percent. Over 1,000 students were served by the four major conferences held during the year. A delegation of 75 students and teachers attended the National DECA Career Development Conference in Salt Lake City where three members reached the finals in their competitive events and a team from Morgantown was recognized in the top ten nationally for its civic consciousness project. Vickie Adkins was elected collegiate division North Atlantic Region vice-president.

Public Service Training

Public service enrollments increased to 19,963 in FY 88, making it the most productive year ever. Classes were offered statewide in such areas as emergency care, fire, environmental, law enforcement, hazardous materials and rescue operations. Emphasis was placed on developing video materials to improve instruction. The Environmental Training Center initiated several new training courses, new training materials were developed and utilized and computer applications for training and reporting were expanded.

In response to a request by the State Emergency Response Commission, public service personnel initiated a Hazardous Material Training Program statewide, including the training of 186 instructors and 1,517 local participants in various areas of hazardous material identification and management.

Continued involvement in the National Fire Prevention Professional Qualification Board Examinations for Levels I, II & III firefighters remained a high priority, with West Virginia being the only state authorized to offer all three levels at one time.

Major changes and improvements were made in law enforcement and environmental training due to changing laws and requirements. Waste water certification classes became standardized with a new Class IV management class and a laboratory technician class being initiated.

New instructor training courses were a priority for program improvement, including the development of a 10 module, video-based instructor program and a new emergency medical technician supervising teacher/student teaching program.

Technology Education/ Industrial Arts

It was a year of continued development and change for technology education/industrial arts programs in West Virginia. Programs involved more than 18,000 middle and high school students in over 150 schools throughout West Virginia, with several counties implementing new programs. High schools used the new technology education curriculum for the second year.

and development of the middle school curriculum continued.

Over 150 teachers took part in a series of inservice workshops, held to assist teachers in implementing the new curriculum. They were provided with eight new TARGET activities to use in the classrooms. These activities have been recognized nationally; West Virginia has received requests for information from several states.

Membership in the WV American Industrial Arts Student Association (WV AIASA) continued to grow, with the addition of several chapters. Sixty-seven students and advisers attended the national conference, with 23 finalists returning with one first place, two second places and one third place.

West Virginia Microcomputer Educational Network

Users not only communicate with others throughout the state, but also with people nationally and internationally. The network allows users to send and receive electronic mail; upload and download files and software programs; join special topic conferences; access numerous bulletins on a variety of topics including job openings, grant proposals, educational calendars, legislative bills, conference registrations; and other information that may be requested.

During July 1987 through June 1988, the West Virginia Microcomputer Educational network (WVMEN) continued to grow in numbers of users and hours of access. The school networks also increased in student usage with more hours provided in training. The statistics included:

. Approximately 32,800 students, teachers, business and community people received training in the school computer network labs.

. The statewide telecommunications network increased to over 4,200 users.

. The WVMEN system increased information provided to users by increasing the number of bulletins to 30 and the number of public conferences to 20.

. Additional public domain diskettes were added to the library to provide 300 more programs.

. The RESA technicians serviced over 3,000 units and saved the county school systems over $500,000 in repairs.

Another important phase of the WVMEN continued to be the service provided by RESA microcomputer repair technicians. Thousands of dollars were saved in repair of the computer systems and local area networks because the schools were not required to maintain service contracts. Excellent service, training, assistance and technical expertise was provided. The RESA technicians also configured the JTPA computer networks that were installed for the summer youth program.

Bureau of Finance and Services

Child Nutrition

The department administers all child nutrition programs available through the United States Department of Agriculture operated under the National School Lunch Act of 1946 and the Child Nutrition Act of 1966.

Under this program, school lunches and breakfasts were made available to all children attending public school (with the exception of two schools not participating in the school lunch program and five schools with waivers of the school breakfast program). Lunches and breakfasts were served in 24 private schools and 51 residential institutions. Milk was provided in ten private schools and 21 summer camps. For preschool children, meals/supplements were provided by 120 child care and Head Start sponsors and 300 family day care homes. During the summer, 42 local sponsors provided feeding programs for children. In addition, the Nutrition Education and Training Program provided $50,000 for dissemination of nutrition education materials to children and inservice training of food service personnel. Federal funding for the various child nutrition programs amounted to over $49 million for the reporting period.

Data Processing

This unit is responsible for liaison between the department and the centralized computer facility operated by the state Information System Services Division (ISSD). In addition to working with the various sections of ISSD for the entry, storage, and processing of the department's data, staff provide consultation, systems analysis and programming to all department bureaus for modification of existing computer applications and installation of new systems.

The unit maintains 17 major information systems serving all bureaus and touching many functions of the department. These systems involve at least 40 computerized master files and more than 400 computer programs.

In addition to the mainframe computer applications, the unit provides support to users of microcomputers throughout the department.

Efforts to reduce paper handling and processing time continued with more than 50 counties forwarding data via magnetic tape and disk with the ability to update and correct many files directly through terminal connections rather than keypunching.

ECIA Chapter 1

Federally funded compensatory education programs in West Virginia operate under P.L. 97-35, better known as the Education Consolidation Improvement Act (ECIA). The ECIA Chapter 1 programs of this act provided supplementary remedial instructional services to educationally deprived children in grades 1-12 with 91 percent of such services in grades 1-6. Chapter 1 funds also provided supplemental educational activities in state institutions housing handicapped, neglected or delinquent children.

During the reporting period, $31,905,548 in Chapter 1 funds went to the 55 counties for programs of remediation in reading and mathematics and limited supportive elements, such as health and medical services. Approximately 30,528 public and private school students throughout the state received these services from 600 teachers and 600 teacher aides.

Additionally, $125,574 of ECIA Chapter 1 funds were allocated to the West Virginia Schools for the Deaf and the Blind. Programs serving children previously housed in state health institutions and the West Virginia Schools for the Deaf and the Blind, who are now enrolled in public schools, received $119,688. The West Virginia Department of Health operated Chapter 1 programs in 13 institutions with an allocation of $806,274. State institutions housing neglected or delinquent children received an allocation of $154,113 to supplement their educational program. Also, $52,468 of Chapter 1 funds were expended on children of migratory farm workers in Berkeley, Hampshire and Jefferson counties. During FY 1988, the Chapter 1 office provided technical assistance to nine counties in preparing project applications under P.L. 81-874 to provide financial assistance to school systems impacted by federal properties.

ECIA Chapter 2

Chapter 2 of the Education Consolidation and Improvement Act (ECIA) transferred program authority and responsibility to state and local education agencies with a minimum of paperwork and complete discretion in the local use of funds.

West Virginia received $4,135,516 in Chapter 2 funds during the reporting period. Approximately 20 percent of that amount was retained at the state level and used to continue programs established under ESEA Title V for strengthening the state education agency. At least 80 percent was distributed to the local education agencies. The law requires that the distribution of funds be based on enrollment; criteria is in place to assure high pupil allocations to local education agencies where education imposes a higher than average cost per child. Recipients were the 55 county boards of education, the eight regional education services agencies, the school for the deaf and the blind, the department of education (for students in health institutions) and the department of corrections.

During 1987-88 the fourth evaluation of Chapter 2 was completed. It indicated that the local education agencies had complete discretion in the use of funds in accordance with their educational needs and priorities. The funds were used at the local level in the following areas (the percent listed is the percentage of the total grant awards to the local educational agencies):

4.3% mathematics
6.1% reading and language arts
2.6% gifted and talented
1.9% guidance and testing
0.2% career and vocational education
16.6% computer literacy
7.2% dropout prevention
9.7% staff training and development
31.0% library/media programs
1.5% classroom management techniques
2.2% administrative costs
4.4% science
1.1% social studies
1.3% art and music
0.7% physical education

The evaluation indicated that 38.3 percent of the funds went toward instructional materials and supplies, 32.3 percent was spent on equipment, 21.5 percent was spent on personnel, 5.6 percent went for stipends/consultants and 2.2 percent was used for administration.

EESA Title II

The Education for Economic Security Act (EESA), intended to improve teacher skills and instruction in mathematics, science, foreign languages and computer education and to increase student access to that instruction, providing financial assistance to state and local education agencies and higher education institutions. This bureau was responsible for administering this title.

West Virginia received $421,320. Seventy percent of that amount was allocated to the state education agency for elementary and secondary education. Thirty percent went to the state agency for higher education. Twenty percent of the funds, made available for elementary and secondary education programs, was used for demonstration and implementation of exemplary programs in mathematics and science.

A total of $294,924 flowed directly to the 55 county school systems. Each county's share was based upon the total public and private nonprofit enrollment. Both the elementary/secondary and higher education programs have focused on the training and retraining of mathematics and science teachers. Title II funds also have been used for a wide variety of services, including consortium arrangements among counties and higher education institutions. Local education agencies have undertaken such projects as the development of supplementary science activity units for K-4 and the training of teachers to implement the activities in their classrooms; teacher training in the selection and use of math and science software; and teacher training in meeting the needs of underrepresented and underserved students such as females, minorities, and the gifted and talented.

Elimination of Sex Discrimination

The Elimination of Sex Discrimination Office staff provided, and continues to provide, technical assistance to the 55 local education agencies under the Title IX grant for assistance with sex desegregation in the public schools. The federal Education Amendments of 1972 regulates the Title IX Project which is funded under Title IV of the Federal Civil Rights Act of 1964. Technical assistance includes providing inservices to local education agencies; monitoring of local education agencies; and providing county administrators, parents, students, employees and department personnel with books, brochures and other materials related to sex equity. These services assist with impacting nondiscrimination in education programs and activities including physical education, athletics, counseling, language, treatment of students (e.g., married and/or pregnant) and employment.

The Office has developed and distributed 1) a book, **LAWS AND YOU: A Title IX Project for K-3**, 2) a book, **Mathematics/Computer Technology/ Science: MYTHS AND REALITIES OF**

STUDENT GENDER AS A FACTOR IN ACHIEVEMENT, which is available from the ERIC System and 3) a brochure, "DISCRIMINATION GRIEVANCES: WHO CAN FILE? Employees, Students & Citizens, WHAT IS THE PROCESS?" The annual Title IX Compliance and Training Workshop: Focus on Equal Opportunity also was conducted.

School-Community Relations

In the reporting period, the department's School-Community Relations unit produced 760 publications devoted to efforts approved by the Office of the Governor, the State Legislature, the West Virginia Board of Education, the department's Bureau of General, Special and Professional Education, its Bureau of Vocational, Technical and Adult Education, and its Bureau of Finance and Administration. Among the major publications the unit is required by law and policy to produce are annual reports related to fiscal administration, child nutrition, school transportation and maintenance of facilities. In addition, the unit produces **State Ed**, education directories, news releases, internal newsletters and other publications beneficial to the public and private sector of the state.

School Facilities Planning

This unit continued its responsibility for the coordination of the Better School Buildings Amendment construction program.

The $200 million in Better School Buildings Amendment funds has made it possible for county school systems to participate in a building program that surpasses any in the state's history.

In addition to assisting the county boards of education with revisions and amendments to their comprehensive educational facilities plans, site selection, project surveys and final inspection of complete facilities, unit staff coordinated department review and approval of plans and specifications for building projects. Liaison among department bureaus, the state fire marshal's office, and the department of health, highways and vocational rehabilitation was also provided by this unit.

Comprehensive education facilities plans, approved by the state board of education for all 55 county school systems, provided for a total anticipated construction program budget of $809,726,847.77. This total reflects $220,087,683.87 (27.18 percent) in state Better School Buildings Amendment funds, state/federal vocational and other federal funds of $97,320,402.91 (12.02 percent), local levies and other funds of $200,650,885.29 (24.78 percent) and anticipated local bond proceeds in the amount of $291,667,875.69 (36.02 percent).

Forty-nine of the 55 county comprehensive educational facilities plans were approved contingent upon the availability of funds to be generated from local bond issues, which have generated $222,189,487.69. To date, 18 of the 49 counties have been unable to pass a bond referendum. One county was unable to pass a special levy for construction of a high school, reducing the comprehensive plan program budget by $122,279,886.00 in bond funds and $3,676,500.00 in special excess levy funds.

By the end of 1987-88, 1,144 county school projects for new facilities additions, remodeling, and fire safety hazard repairs/renovations, totaling $648,106,369.29, had been approved by the state board of education, leaving a balance of $161,620,478.48 in construction projects to be submitted by the counties for interdepartmental review and recommendation by department staff to the state board for approval. Projects representing $122,297,886.00 remained unapproved as a result of unsuccessful local bond and excess levy referenda.

Projects completed and inspected totalled 952, with a value of $462,274,039.09.

At the end of this Annual Report, a table is enclosed showing the funding sources and totals for the 55 approved comprehensive educational facilities plans.

School Finance

During 1987-88, the school finance office was responsible for $718,349,213 in basic state aid that flowed to the 55 counties. Technical assistance was provided to county personnel managing these funds on a regular basis and at an annual training session.

Significant progress was made computerizing the Comprehensive Financial Data Report (CAFDR). This data management system will greatly increase the department's ability to identify costs by location.

Staff worked with members of the Legislature to try to predict the impact of provisions of Senate Bill 14. Once the bill was passed, technical assistance to the counties began.

School Transportation

Under department administration, the 55 counties operated 3,093 school buses transporting 271,321 pupils to school daily. There were no pupil fatalities, and only a few minor injuries to pupil passengers were reported.

All new school bus operators were trained in the West Virginia Uniform School Bus Operator Training Program before certification. All bus operators also received their annual continuing and refresher training. Counties in three RESA areas competed in Regional and State School Bus Roadeos for skill development and recognition. Several other counties provided county competition and state participation. Unit personnel assisted with this training to the degree possible, conducted training seminars to certify county personnel in the bus operator training program, and instructed bus operators in several counties in the National Safety Council's defensive driving course.

The division administered the purchase of 324 buses through the central bid process. Fifty-three counties participated.

The division also conducted an annual conference, complete with vendor participation, for county directors, supervisors, mechanics and secretaries.

The school bus inspection program, under the supervision of this unit, completed its tenth full year. All buses were inspected three times. Buses used in summer programs were inspected four times, except in counties where defects were under the state average for each of the regular inspections. The state average for all three inspections was 0.554 defect per bus. Fifty counties averaged less than one defect per bus on the last inspection. The transportation division continued to offer consulting assistance to the counties for planning and implementing school bus maintenance programs.

Treasurers

Since 1974, county boards of education have been authorized to either continue to appoint the county sheriff as the board's treasurer or appoint the board of education's fiscal officer as the board's treasurer. With the assistance and council of bureau staff, 52 county boards of education had, by the close of 1987-88, assumed the responsiblities of the treasurer's function by appointing treasurers other than the county sheriff.

WV Facilitator Project-National Diffusion Network

During FY 1988, the West Virginia Facilitator Project of The National Diffusion Network (NDN) received $72,500 for the continuance of all state facilitator operations mandated by The Office of Educational Research And Improvement - U.S. Department of Education. These funds were used to assist the state's public and private schools, institutions, and schools of higher learning in the selection and adoption of those exemplary NDN programs that would best meet their needs.

Within the past reporting penod, West Virginia adoptions spanned 89 percent of the counties and all four congressional districts affecting 577 public schools, four non-public schools, 2,654 classrooms, 77 administrators, 1,043 teachers and 43,420 students, pre-school through adult.

Categorical representation of FY 88 NDN program adoptions and awareness events included:

A. Adult Education
B. Migrant
C. Basic Skills - Language Arts/Wnting
D. Basic Skills - Mathematics
E. Basic Skills - Multidisciplinary
F. Basic Skills - Reading
G. Career/Vocational Education
H. Early Childhood/Parent Involvement
I. Gifted and Talented/Technology
J. Health/Physical Education
K. Preservice/Inservice Training
L. Science/Social Science
M. Special Education/Learning Disabilities

West Virginia's NDN adoptions increased by 66 percent since the last reporting period. Through interdepartmental collaborative efforts and the assistance of Title II funds, NDN co-sponsored a statewide three day teacher training event in Charleston during the early summer of 1988. This venture proved to be a most successful means of disseminating NDN information throughout the state.

Veterans Education and Training

This unit had responsibility for approving 1) schools below college level, 2) apprenticeships and 3) other on-the-job training programs for Vietnam era veterans so they may receive educational benefits based on length of service.

Fifty-six public and proprietary schools, 20 apprenticeships and 30 on-the-job training programs were approved. Staff conducted 50 supervisory inspections and 25 inspections for quality.

Bureau of General, Special and Professional Education

Introduction

The Bureau of General, Special and Professional Education is comprised of five offices: 1) General Education, 2) Professional Education, 3) Special Education, 4) Interagency Education Programs, and 5) Educational Support Services. The organization is in accordance with the bureau's mission, principles of operation and long-term goals.

The major assumption guiding the bureau's work is that the business of education is learning and, therefore, the focus. It is the bureau's aim to impact positively on student learning in the public schools of West Virginia

Mission

The mission of the Bureau of General, Special and Professional Education is to define programs and services of high quality that must be available to general and special students in West Virginia's public schools, assist county school districts in the delivery of high quality educational programs and services, and report the extent to which quality programs are being delivered.

Principles of Operation

Offices, units and individual staff members work in accordance with six principles of operation to accomplish the bureau's mission. Staff members:

1. **develop** the capacity of school district personnel to implement a high quality education;
2. work **diagnostically** with school districts and schools;
3. work **preventively** and **correctively** with school districts and schools;
4. continue to develop **a set of shared values** among staff;
5. **recognize excellence** in schooling whenever and wherever it exists; and
6. utilize **strategies** which incorporate, wherever possible, **parental involvement, technology** and **staff development.**

Long-Term Goals

The bureau meets is responsibility by designing long-term goals to achieve the desired outcomes and targets utilized in program review, priority setting and resource allocation. Current long-term goals designed to accomplish the desired outcomes are:

1. To establish outcome-oriented, comprehensive educational programs and services for general education students in county school systems.
2. To establish an outcome-oriented, comprehensive system of personnel development.
3. To establish outcome-oriented, comprehensive educational programs with appropriate resources and services for special education students in county school systems and institutional settings.

4. To establish effective schools.

5. To establish a cadre of leaders of learning who support the establishment and improvement of quality educational programs for general and special learners in West Virginia's public schools.

6. To establish effective teaching practices.

7. To establish high quality, outcome oriented instructional programs in facilities operated by the Departments of Health and Corrections.

Operations

The bureau continued to work with the Chief Instructional Leaders network, West Virginia Teachers' Academy, Criteria of Excellence training and the **West Virginia Report Card** series. Regular and special meetings were held throughout the year concerning curriculum, instruction, legislation, technology and improvement of educational programs, personnel and schools.

Staff worked extensively with the Blue Ribbon Commission on Educational Reform. Information from major national reform reports, reform activities in other states and the compilation and analysis of state data or technical assistance was also provided in preparing the **Blue Ribbon Commission on Educational Reform: Report to the West Virginia Board of Education.**

A continuing thrust during 1987 was the assessment of policy implementation. The bureau worked with county superintendents in the development, pilot-testing and implementation of an assessment process for progress toward the Criteria of Excellence. Criteria of Excellence training was completed. The training was provided for superintendents, central office staff and principals.

During the legislative sessions, the bureau continued extensive involvement in the department's legislative bill analysis process. Members of the bureau attended meetings of the department legislative committee and the Public Education Interim Committee of the West Virginia Legislature in order to provide the perspective of the bureau in top level planning processes.

The research and information systems staff was responsible for coordinating the bureau's management information system. This involved reviewing plans for the design and use of data collection forms and procedures and coordinating the development and use of data processing procedures. A major outcome of this staff effort was the **West Virginia Report Cards.**

Major 1988 activities included the West Virginia Leaders of Learning Conference, West Virginia Principals' Academy, West Virginia Governor's Honors Academy, Criteria of Excellence assessment training, West Virginia Superintendent's Technology Study Group, Special Educators' Leadership Academy and numerous other major activities which are discussed in the following office reports.

Office Of General Education

The Office of General Education has three units: 1) School Improvement, 2) Textbook Adoption and 3) Program Services. The office is responsible for providing leadership and services to county school districts and local schools in the areas of curriculum and instruction, textbook selection and leadership training for superintendents, central office personnel, principals and teachers. Additionally, an assessment center program is operated by the office, designed to improve the selection process for assistant principals and principals. The Leadership in Education Administration Development (LEAD) program is also operated by this office.

School Improvement

The unit was responsible for providing leadership, technical assistance, monitoring and policy clarification as these functions applied to early childhood, middle childhood and adolescent education programs. In addition, the unit was responsible for assisting principals and county office personnel in school improvement efforts using processes based upon school effectiveness research.

In order to assist efforts in curriculum implementation and improvement, the unit conducted activities in three areas. Policy clarifications were made regarding program offerings at early childhood, middle childhood and adolescent education levels as specified in Policy 2510. Approximately 2,000 policy inquires by phone and 500 by letter were processed. The unit worked as the department's liaison with the professional principals' organizations providing program planning assistance and funding for their annual meetings. The unit co-sponsored a seminar, "Planning for the High School of the Future," along with WVASCD and WVSSPC.

The unit completed staff development activities in several areas. A Fall Conference for Middle Childhood Education for principals, county administrators and teachers was conducted. The 4th West Virginia Principals' Academy was completed, including the 11 day summer residential session and two three-day follow-up sessions. The Academy generated improvement plans to implement the characteristics and outcomes of effective schools in the 96 schools represented. These improvement plans were jointly funded by the county school systems and the department. The unit completed a three-year Effective Schools Program (ESP) in schools in Jefferson, Tucker, Taylor, Logan, McDowell and Marshall counties. A two-year ESP program was initiated in Greenbrier, Kanawha, Mercer, Mingo, and Nicholas counties. This program was led by a mentor principal who had extensive staff development in effective schools research and practice. This position was funded by L.E.A.D. (Leadership in Educational Administration Development) monies. Also, the unit participated in the Effective Schools Program Network annual conference and had representatives on the Board of Directors.

Ongoing data management collections included exceptions to the teacher-pupil ratio (grades 1-6, under Policy 2442.3) and the exceptions to student attendance under provisions of the graduation requirements, Policy 2444.01.

The unit conducted the annual West Virginia Exemplary Schools Program. Three adolescent, four middle childhood and six early childhood schools were selected as West Virginia Schools of Excellence and three West Virginia elementary schools were also recognized as National Schools of Excellence by the U.S. Department of Education.

Textbook Adoptions

The textbook adoption unit coordinated the efforts of the West Virginia Textbook Advisory Committee, which

reviewed textbooks/programs submitted by the various publishers. The committee worked with department staff in developing generic and specific criteria for conducting hearings with publishers, evaluating textbooks/programs, and making recommendations to the state board of education. Upon approval, books deemed suitable for instruction were published in the **Official State Multiple List** from which counties selected one or more books or series to be used as exclusive basal textbooks/programs for six years.

History was made when Group VI adoptions were made for the first time--the result of an action by the 1983 West Virginia Legislature. The textbook adoption unit completed textbook adoptions for the Group VI subjects of correlated language arts (7-12), combined subjects in kindergarten (K) and driver education (9-12).

Bids were received from nine publishers, resulting in 54 contracts and bonds. Eight revised textbooks/programs were approved as substitutions for contracted editions. The **Official State Multiple List** included 11 programs (107 items). One program was not recommended. Fifty-eight exemptions were granted to county boards of education, most of which were additional adoptions from the Official State Multiple List. There was, however, a noted increase in textbooks used from the most recent state multiple list.

Sixteen new appointments were made to the West Virginia Textbook Advisory Committee composed of 30 members. The committee worked to integrate the specific criteria for textbook adoption with the learning outcomes adopted by the state board of education. Executive committee members met six times and evaluated 12 programs. Their findings were published in a 320-page volume and forwarded to county superintendents for sharing with local textbook selection committees.

County adoption reports for Group V (science and health) were received from the 55 counties, totaling 746 items. School utilization reports totaled 60,779 items, of which 333 had to be corrected. Technical assistance was given to Regional Education Service Agencies, county accreditation staff and 33 publisher representatives at an annual meeting with the West Virginia Bookmen's Association.

The coordinator of textbook adoptions was involved in the Integrated Language Arts movement, a national trend emerging to provide systematic instruction for reading and English/language arts. The coordinator was one of four state textbook administrators chosen to attend the National Forum on History Textbooks by the California Department of Education. Both efforts were shared with appropriate subject matter coordinators as well as with interested county personnel at the Leaders of Learning Conference.

West Virginia was one of six field test states for adhesive bound textbooks. Eleven hundred chemistry texts used in seven counties throughout West Virginia were evaluated by book manufacturers, publishers and state textbook administrators to determine their status of binding, tight-back, book block, joints, page pull, and adhesives. There were only three failures. The field test will continue through June 30, 1990.

Program Services

During the 1987-88 year, Program Services continued to be involved in curriculum development and support. This was accomplished through a variety of means: publications and materials development, conferences, workshops, and on-site technical assistance. Resources provided to teachers included a Newspapers in Education resource book; general, instrumental and choral music resource files; a reading curriculum guide for grades 7 and 8; a Foreign Language Week booklet; "Use of Measurement;" and an orientation guide for new driver education teachers. In addition, the West Virginia Microcomputer Education Network was used extensively to keep teachers informed of resources and workshops.

The staff also began work on evaluating student mastery of learning outcomes, most notably in the development of a bank of 1,000 test items for K-4 general music; in the revision of learning outcomes and the development of sample objectives for English, language arts and reading; and in the completion of the mathematics test item bank.

The unit was responsible for activities that provided recognition to teachers and/or students. A major focus was the Teachers' Academy. Other activities included Showcase of Music Education, Youth Art Month, West Virginia Department of Education permanent collection of student art, Young Writers Conference, Children's Book Awards, driver education certification, Presidential Awards for Excellence in Teaching Mathematics and Science, Golden Horseshoe, Bicentennial of Constitution Competition, Senate Youth Program, Youth and Government Program, Department of Energy High School Honors Program, Week in State Government and the Social Studies Fair. State teachers were selected to attend programs in North Carolina, California and Pennsylvania. The department co-sponsored the first statewide interactive television conference linking high schools across the state to a conference held in the chambers of the House of Delegates to celebrate the Bicentennial of the U.S. Constitution. The staff cooperated with other department personnel in the writing assessment, the JTPA Governor's Summer Youth Program, the EESA Title II Teacher Training Conference and the Star Schools grant proposal.

The coordinators in the unit continued to provide technical assistance to county school districts through workshops, in-services and conferences. Many coordinators managed conferences which updated county curriculum leaders in specific program areas. In some areas, in-depth program evaluations were conducted upon request to assist counties in program improvement. Other entities within the department received assistance, as well as outside organizations, on curriculum-related projects. Partnerships with businesses offered exciting co-curricular opportunities for students. The staff also remained actively involved at the national level, especially in the areas of mathematics and music.

Office Of Professional Education

The Office of General and Professional Education has three units: 1) Professional Development, 2) Professional Testing and 3) Certification. The office is responsible for providing leadership and service to county school districts and institutions of higher education in the areas of educational personnel preparation, staff development and licensure of personnel.

Professional Development Unit

The Professional Development Unit's responsibilities cut across a continuum that embraces initial preparation of prospective teachers through staff development for currently employed educators. The unit works with 18 institutions of higher education, 55 counties, and the eight RESAs to provide technical assistance and monitoring for the purpose of providing high quality personnel development programs. The unit is also responsible for assisting in the implementation of Policies 2320, 5100, 5105, 5201, 5202, 5205, 5310-15, and 5500.

In order to accomplish the above responsibilities, the unit works closely with numerous groups which include educational personnel preparation advisory committees, Teacher Education Advisory Committee, West Virginia Association of Teacher Educators, county staff development councils and the West Virginia Council on Professional Education. The activities listed below constituted the bulk of the unit's work; however, this listing does not include routine activities such as EPPAC meetings, WVCOPE meetings, and the myriad technical assistance efforts related to the implementation of state board policies.

Specifically, the unit:

. Planned and implemented the WV State Teachers' Forum.

. Planned and implemented regional seminars on beginning teacher assistance programs.

. Reviewed and approved 54 county staff development plans including CSPD needs and objectives.

. Developed and distributed a calendar of staff development activities delivered via satellite.

. Conducted county accreditation training for Standard 2.

. Coordinated the Teacher of the Year program and held a reception honoring county nominees and the WV Teacher of the Year.

. Reviewed Policy 5310.

. Assisted in the monitoring (Policy 2320) of the following counties: Boone, Pleasants, Pocahontas, Raleigh and Upshur.

. Assisted in the development of Policy 5202.

. Reviewed and approved the following new programs: School Nurse (A-B and MU); SLD (WVW and D&E); French and Spanish (WVSC); and Supervisor of Instruction and General Math thru Algebra I (COGS).

. Reviewed and approved the following refiled programs: general math thru Algebra I (Glenville); business principles and secretarial studies (WVSC); and health education (WVU).

. Assisted in the implementation of the current CSPD plan.

. Coordinated the professional development strand for the 1987 Leaders of Learning Conference.

. Prepared updates on Reading Authorization (Policy 5201) for the state board.

. Assisted in the planning and implementation of a statewide Professional Development Symposium.

. Assisted in the revision of Policy 5100.

. Assisted in the development of the special education common core curriculum at the three graduate institutions of higher education.

Major activities for the ensuing year include participation in implementing Senate Bill No. 14 and action plans related to department/bureau mission and goals. The following areas will receive special emphasis: a) beginning teacher assistance program, b) national standards board, c) county staff development programs, d) satellite-delivered professional education and e) NCATE recognition of program standards and procedures. Also, the unit will continue to provide its maintenance functions which include technical assistance related to state board policy implementation and new teacher education program review and approval.

Professional Testing Unit

The Professional Testing Unit is responsible for the Educational Personnel Preparation Testing Program (EPPTP). The program consists of two statewide testing components. The preprofessional skills component, which includes standardized tests for assessing preprofessional skills in writing, reading, mathematics and speaking, began its third year of administration at 17 West Virginia institutions of higher education. Individuals seeking admission to teacher education programs must achieve state board adopted scores on the preprofessional skills tests. To date, over 3,600 candidates have taken one or more of the preprofessional skills tests.

The second component of the testing program assesses content knowledge deemed essential for entry level professional personnel in West Virginia. With the addition of a test for prospective athletic trainers, the content specialization testing program has been expanded to 44 tests. Since the first administration in November, 1986, over 3,500 candidates for professional certification have taken one or more content tests. During the current year, 13 out of 15 study guides, which provided valuable information to test candidates, were prepared and distributed. The remaining study guides will be made available during FY 89.

The department, in cooperation with the test administrator (National Evaluation Systems), also established a limited fee waiver system for needy undergraduate students who were required to take at least one content specialization test. Sixty-five fee waivers were distributed among West Virginia institutions based on the most recent figures on teacher education graduates.

In December, 1987, the **First Annual Report on Personnel Preparation Test Results** was presented to the state board and distributed among West Virginia institutions. The coordinator of professional testing also visited West Virginia campuses to review the test results and their implications for teacher education programs for the institution and the state.

Major goals for the year include the updating of the job-related test objectives for multi-subjects K-8 and specific learning disabilities, and a review of content specialization objectives not included in the test development process.

Certification Unit

During the year, over 15,000 applications were received and reviewed. These included 1,629 original teaching certificates, 159 original service certificates, 152 original administrative certificates and 32 original vocational certificates. In addition, temporary licenses, salary classifications, permits and authorizations were issued. Staff continued the processing or original certif cates at two institutions of higher education at the end of each semester, resulting in more efficient, accurate and timely processing of applications.

The certification staff completed the revisions to **Minimum Requirements for the Licensure of Educational Personnel** and condensed all certification policies into one document. There were several major changes to the regulations including renewal requirements and substitute permits. A Certification Appeals Board was also established.

Staff continued to implement tuition reimbursement procedures in accordance with legislation, allowing individuals to be reimbursed for renewal credit. Approximately 748 applications were received.

The unit continued to implement a program for the elementary school teacher assignment schedule and implemented a pilot program for the secondary school teacher assignment schedule which helped reduce the paperwork required for completion of county reports. In addition, staff assisted with the development of an updated course code list to reflect the provisions of Policy 2510. Coordination continued on a data processing reporting system that reflects more accurate data relative to certification trends.

The annual Supply/Demand Report was issued. The report reflected an increase in the number of newly-hired county professional staff; however, there was a decrease of first year teachers. Special education continued to be the area with the greatest teacher shortage; however, the overall shortage of teachers increased over the previous year. The number of non-returning educators decreased by approximately 150.

Participation in the Interstate Certification Contract Administrators Association continued with 23 states cooperating. Staff served on six county accrediation teams and provided technical assistance to all counties prior to the visits.

Major goals for the coming year include revision of the application forms, a procedures manual for county and college staff and a certification brochure for individuals interested in teaching in West Virginia.

Office of Special Education

The purpose of the Office of Special Education (OSE) is 1) to provide leadership and technical assistance in special education, 2) to administer funds, 3) to monitor and enforce the compliance of public agencies with state and federal laws, regulations and policies regarding exceptional students and 4) to provide direct services to identified students in state-operated programs. These services are available to the department of education and state board of education, county school districts, Regional Education Service Agencies (RESAs), institutions of higher education, parents and other agencies requesting and/or requiring these services. The office was originally comprised of four units: administrative services, monitoring and compliance, programs services and institutional/related services. Late in the year the number was reduced to three: administration and compliance, program services and institutional/related services.

Administrative Services

Data collected by the unit indicated that 56,092 exceptional students (handicapped and gifted) received special education related services at the end of the second school month, an overall gain of 243 students (.44 percent) over 1986-87. The total number of pupils served comprised 16.30 percent of the total school age population. The number of handicapped students, ages 3-21, served on December 1, 1987, and reported to the U.S. Department of Education for EHA, Part B funding, totaled 44,643, or 12.97 percent of the school age population. This was a decrease of 1,214 or a 2.65 percent reduction over December 1, 1986.

Department staff, along with other agencies, associations and groups, worked extensively with subcommittees of the legislature to support continued state aid for special education. The resulting funding totaled $9,412,379. This total included an appropriation of $990,427 for serving preschool severely handicapped children, ages 3-4.

Funding also was received under Part B of the Education of the Handicapped Act (EHA) during 1987-88 in the amount of $14,468,934. A $1,040,081 Preschool Grant award was received under EHA, Part B for providing services to handicapped children ages 3-4.

Using EHA, Part B discretionary funds, the department continued funding projects aimed at (1) providing personnel development activities and job related training, (2) increasing parental involvement in special education, (3) increasing the capacity of counties to serve students in the least restrictive environment, (4) increasing availability of appropriate vocational programs and transitional services for handicapped students, (5) increasing the capacity of local education agencies to serve handicapped children 3 and 4 years of age and (6) improving administrative skills of directors of special education through special study institutes and an annual academy. During FY 88 the department also continued disseminating promising educational practices to teachers and administrators. Through a contract with the National Association of State Directors of Special Education, each special educator in West Virginia was provided with four issues of the newspaper "Counterpoint," directed toward the dissemination of innovative and successful teaching practices in special education.

The unit administered state and federal funds for special education and provided the legislature with data and fiscal projections on numerous bills and proposals.

Monitoring/Compliance

A major responsibility of the office of special education is assuring state and local compliance with federal and state laws and regulations pertaining to the education of exceptional children. The activities undertaken each year by this unit enable the office to meet this federally mandated responsibility.

To determine local compliance with the laws and regulations, comprehensive on-site reviews of 14 county school districts were conducted by the office cooperatively as a part of the county accreditation reviews. The monitoring effort included other activities, i.e., the review of corrective action plans, provision of compliance technical assistance and the preparation of monitoring materials and reports.

Compliance management activities included the maintenance of a toll free "Parent Action Line" for assisting parents of exceptional students, preparation of responses to written complaints and inquires, liaison activities with other bureaus and agencies, and provision of technical assistance related to the delivery

of appropriate educational and related services to exceptional students. The unit processed 67 formal complaints from parents and advocates regarding the provision of a free appropriate public education for exceptional students. The complaints dealt with issues such as due process rights, suspension, assessment timelines, special transportation, the provision of related services, accessibility and adequate facilities, caseloads and the length of the instructional day.

The unit also coordinated the process for requesting exceptions to the Regulations for the Education of Exceptional Students, Policy 2419. This unit and the program services unit reviewed the 195 requests for exceptions submitted for the 1987-88 school year and recommended approval of 152 and denial of the other 43. Technical assistance was provided by staff members of both the monitoring and compliance and the program services units to county school districts requesting exceptions.

The unit responded to numerous requests from parents for information about special education services in West Virginia, and distributed copies of the **Regulations for the Education of Exceptional Students, Hand In Hand - A Guide for Parents,** posters and brochures to parents and county school districts.

Hearing officer panels were assigned for eight due process hearings in five counties. There were six state level appeals heard involving five county school districts. The due process hearings and appeals pertained to placement and the provision of appropriate educational services to handicapped students.

Program Services

The unit was involved in major projects that defined and/or improved educational programs for students receiving special education services. A responsibility of unit staff was a comprehensive revision of Policy 2419: Regulations for the Education of Exceptional Students. Major revisions included strengthening eligibility criteria for behavior disorders, communication disorders, gifted, mentally impaired, and specific learning disabled; increasing caseloads where appropriate; providing flexibility regarding age spans; responding to federal findings; and clarifying the special education process.

Training and Implementation for Specific Learning Disabilities: Guidelines for Identification and Assessment was piloted in eight counties through the state. This handbook served as a basis for substantial changes in eligiblity criteria for specific learning disabled programs.

Other major activities included 1) coordinating the Superintendent's Special Education Study Group regarding the use of discretionary funds in meeting state plan priorities, 2) coordinating the West Virginia Parent Training Project and serving as liaison to the 17 Parent Educator Resource Centers in the state, 3) working with institutions of higher education regarding part-time graduate training programs, placement of rural "externs" and development of off-campus graduate coursework in speech-language pathology, 4) coordinating interagency initiatives regarding preschool handicapped services, 5) implementing West Virginia's Handicapped Children's Early Education Program state plan grant, 6) supervising child development centers, 7) preparing a training manual and conducting eight regional trainings regarding assessment of preschool handicapped children, 8) initiating the training of the West Virginia Special Education Effectiveness Review System (WVSEERS), 9) assisting with compliance management activities including helping parents of exceptional students and with on-site technical assistance/investigative reviews and 10) assisting with the development of the Corrective Action Plan in response to federal monitoring findings.

Unit staff conducted 34 presentations/ workshops for 820 participants including special education teachers, regular teachers, speech-language pathologists, school psychologists, educational specialists, principals, county special education directors, special education coordinators, assistant superintendents, superintendents, students, social workers, aides, recreational therapists, counselors, parents and vocational-rehabilitation professionals.

Participants were provided with information and assistance related to the educational programming for behavior disordered students; identification and assessment of special education students; implications of graduation requirements for special education; classroom management and behavioral intervention; stress management; teacher expectations and student achievement; effective practices for school-based assistance teams and placement advisory committees; effective instruction in special education; delivery models in communication disorders, including past, present and future trends; collaborative consultation; positive approaches to student discipline; environmental communication; skill intervention for the severely impaired; curriculum; development and implications of eligiblity criteria; enhancing parent-professional communication; a comprehensive approach to language development; career education; the preschool handicapped child and current legislation for preschool handicapped P.L. 99-457.

Staff members worked on 14 on-site county accreditation monitoring teams, as well as state and RESA special education administrator meetings, chief instructional leader meetings, various advisory board meetings, the Sixth Annual Leaders of Learning Conference and numerous other cross-unit, cross-office and cross-bureau activities and functions.

Office of Interagency Programs

A primary function of this unit is to assure the implementation of the "General Supervision" requirements of P.L. 94-142 regarding the provision of special education services to handicapped students located in other agency programs. This is inclusive of the administration and supervision of special education programs situated in state health facilities, and beginning July 1., 1988, education programs situated in state correctional facilities. In support of these programs, the legislature appropriated funds.

The major activities of the unit included the direct management and administration of special and regular education programs in facilities operated by the Department of Health and the Department of Corrections; the provision of technical assistance to county school systems and other agencies in the education of handicapped students; chairmanship of the court appointed Medley Management team; the provision of leadership and technical assistance to assure that handicapped children in other agency programs received a free appropriate public education; and the preparation of procedures ensuring the

implementation of the Regulations for the Education of Exceptional Student for handicapped students enrolled in health facility programs.

Office Of Educational Support Services

Assessment Services

The State-County Testing Program (SCTP) provided norm-referenced testing, scoring and reporting services for approximately 100,000 students in grades 3, 6, 9 and 11. Curricular areas assessed were reading, language arts, mathematics, spelling, reference skills, science and social studies. Workshops and inservice sessions were conducted for county school systems on the SCTP. In terms of achievement, students performed in 1987-88 at or above the 1980-81 national sample level on total basic skills (a composite score of reading, language and mathematics subtests) as indicated (grade/percentile): 11th - 58, 9th - 52, 6th - 62, and 3rd - 68. The recommendation that spring testing occur so that results were returned to the counties before the end of May was followed.

The writing assessment component of the SCTP was administered statewide for the first time in 1987-88 to approximately 50,000 students in grades 8 and 10. Students wrote on an assigned topic (called a writing prompt). More than 100 teachers in grades 8 and 10 were trained to score the two-page essays using a modified "holistic" procedure. An analytic scoring system which provided diagnostic information for remedial purposes also was used.

The department entered into a multi-year contract with National Computer Systems (NCS) to provide the public schools with software for testing and curricular management. The software will be coupled and computerized banks of questions developed by teachers to measure learning outcomes in the basic skills and in various other subject areas. One software package allows teachers to "withdraw" items from the banks in the form of tests. Teachers can print these tests with a dot-matrix printer and duplicate them for a class. After students take the test, teachers may score them by hand or with a scanner. In either case, another software package will enable teachers to tie together test results, learning outcomes and objectives so as to report what has been taught and tested and who has mastered, partially mastered, or not mastered the outcomes and objectives.

Selection of NCS was based on competitive bids to a RFP (request for proposals) released last year. After an exhaustive screening and evaluative process, NCS was awarded the contract in January.

Item writing workshops were held to train 55 state science school teachers and county curriculum supervisors in writing items to measure the process learning outcomes of the science curriculum. Then they wrote the items during two ten-day sessions. They developed approximately 5,000 items for the 12 science content areas, K-12.

The General Aptitude Test Battery (GATB), a career awareness and planning procedure, was administered to more than 3,000 students.

Research And Information Services

The unit was responsible for coordinating the bureau's data management with the director of data management at the department level. This involved reviewing plans for the use of data collection forms and procedures and use of data processing procedures for the bureau. The staff continued computerizing and maintaining school inventory data.

The major activities that produced information for planning and decision-making included implementation of a system for reporting trend data at the state, regional, county and school levels, which resulted in the **West Virginia Report Card Series**; analysis of data for a number of reports and studies; assistance in preparing data for computer processing; review and acquisition of microcomputer software for use by bureau staff; assistance in using electronic mail/bulletin boards; assistance in using various software and micro-computers; assistance in designing and conducting surveys and statistical studies as needed by staff; consolidation of existing programs into production systems to provide efficient processing of report data (step-by-step documentation manuals were created); and recommendation of changes in the system to provide more effective and efficient data processing.

Student Support Services

The unit assists counties in the design, development and implementation of student support services and educational programs. Staff members work directly with social services and attendance workers, school counselors, school psychologists, health educators, school nurses, county/RESA Drug-Free Schools coordinators and the West Virginia Advisory Council for Drug Education. Liaison relationships include the state organizations representing student support services personnel; Department of Health; Department of Human Services; Commission on Children and Youth; State Task Force on Adolescent Pregnancy and Parenting; and the State AIDS Task Force.

Staff development related to adolescent pregnancy and AIDS was provided for numerous groups including county school systems, Leaders of Learning participants and members of the Middle Childhood Educators Association.

Three colleges had school nurse training programs approved and all school nurses must now meet certification standards. Forty-three school nurses completed a three credit course at Shepherd College, enabling them to provide specialized services for severely handicapped students.

Approximately 40 drug-free schools programs have been implemented. Counties and/or RESAs are utilizing programs which encourage students to not use alcohol and other drugs. Alcohol and other drug information is included in numerous courses such as health, developmental guidance and science. Students are taught decision-making skills, responsible behavior and ways to enhance their self concepts.

The **1986-87 West Virginia Dropout Study** was published. The Student, Parent/Guardian, Teacher Agreement was printed and over 50,000 copies were distributed. Staff worked with C&P telephone representatives to encourage parent involvement in the schools. Professional development sessions were presented to C&P Telephone personnel.

A guidance curriculum to be used with students enrolled in the Governor's

Summer Youth Program was developed and training on its use was conducted.

Technical assistance was provided tc the Power of Positive Students (POPS) Steering Committee and county staff who implemented the program.

Technology-Based Education/Distance Learning

Educational technology continues to be on the move in West Virginia. County superintendents participating in the Superintendents' Technology Study Group chose to implement a variety of technology-based educational projects in their schools. Among those projects implemented included the use of videodiscs, computer networking, CD-ROM, computer assisted instruction and distance learning.

Activities related to distance learning grew at such a fast pace that the Coordinator, Library Media and Technology assumed a new position entitled Coordinator, Technology-Based Education/Distance Learning. Providing technical assistance to the 14 counties that implemented a total of 19 sites for distance learning became a full-time responsibility. Most of those sites chose to install equipment from TI-IN Network, Inc. in San Antonio, Texas. The state-of-the-art equipment provided the schools with the opportunity to receive both C- and KU-band transmissions. Schools used this capability to receive a wide range of high school credit courses, curriculum enrichment and staff development programming via satellite. Sources of this programming included, among others, Oklahoma State University Arts and Sciences Teleconferencing Service, TI-IN Network, Inc., Classroom Earth, SCOLA, SciStar, Professional Development Network (West Virginia University), and West Virginia Satellite Network.

High school credit courses delivered to 13 sites throughout the state included physics, AP calculus, German I, French I, Spanish I, and trigonometry. Providers of these courses were Oklahoma State University and TI-IN Network.

Over 400 hours of curriculum enrichment and staff development opportunities were available to the students and staff of the schools with satellite antennas. Topics of these programs included classroom management, assertiveness training for teachers, gifted student identification, toys in the classroom, NASA, LOGO, foreign language programs, Christmas in foreign lands, and reading in the content area.

County superintendents made the commitment to provide all hardware-related costs for this project. In turn, the department provided grant monies to support all programming-related costs.

An outgrowth of these projects was the Distance Learning Users Group, composed of county superintendents, county office staff, principals, teachers/facilitators and staff from the West Virginia Educational Broadcast Authority and the West Virginia Satellite Network. This loosely knit organization served as a support base for those involved in distance learning. Communication was essential and this organization facilitated the flow of information.

To coordinate this information flow, several sources were utilized. Among those were face-to-face meetings, the administrative network and a distance learning conference on West Virginia Microcomputer Educational Network. The Users Group prepared a presentation and an exhibit booth for the Leaders of Learning conference to distribute information on the myriad of satellite opportunities for education.

Another source of communication was the formation of a staff development calendar of satellite-delivered continuing education programs. Distributed twice during the 1987-88 school year, the calendar was a compilation of satellite programming from varied providers.

One of the most exciting programs related to the distance learning project was the visit in March by Dr. Harry Wohlert and Dr. James Choike, professors of German and calculus, respectively, at Oklahoma State University. Invited by the department, the professors attended receptions in their honor, visited their students in the respective schools and uplinked their classes from the Board of Regents Educational Network at Institute. Several "firsts" took place in the period of those few days. The visit was the first time that Oklahoma State University had uplinked classes outside of Oklahoma, that Dr. Wohlert had taught his students to sing a song (in German) on the air, and that Dr. Choike had had a student work a calculus problem on camera. Everything about the visit was an exciting experience for the staff and students related to the project.

During the past year, West Virginia had the opportunity to let others in the nation know that the state was on the leading edge in distance learning. Presentations on the implementation of the project were made in California, North Carolina and Oklahoma to national audiences.

Many computer-assisted instruction programs were started in 1987-88. More will be heard from these projects in the coming year as "open architecture computer networking" makes great strides forward in West Virginia schools.

Along with the aforementioned activities, several other projects were initiated or continued. The Great West Virginia READ OUT II was celebrated by over 500,000 students, education staff members, parents and community members with numerous reading-related activities and buttons proclaiming READ OUT II. This program was co-sponsored during its second year by the department and the West Virginia Library Commission.

Additionally, Newspaper In Education Week materials were prepared and distributed for curriculum areas including a section to promote library/media skills.

Throughout the year, technical assistance had been provided to counties or individual schools interested in the improvement of their library/media centers. A great deal of effort had been concentrated on assisting schools in the information and/or implementation stage related to library/media center automation or technology-related projects. Introduction of CD-ROM for information storage and the use of West Virginia Microcomputer Educational Network have been two areas of concentration.

Better School Building Program

July 8, 1988

I. COMPREHENSIVE EDUCATIONAL FACILITIES PLANS APPROVED BY THE STATE BOARD OF EDUCATION

COUNTY	APPROVED "CEFP" PROGRAM BUDGET	STATE "BSBA" ENTITLEMENT FUNDS	FED-STATE VOC./ STEP "7" OTHER FUNDS	LOCAL BOND ISSUE FUNDS	LOCAL LEVIES PERM. IMPROVE/ OTHER FUNDS	TOTAL LOCAL FUNDS ALL SOURCES
Barbour	$ 8,696,369.77	$ 2,011,531.23	$ 992,131.00	$ 4,529,000.00	$ 1,163,707.54	$ 5,692,707.54
Berkeley	24,955,226.53	4,679,873.94	1,809,191.00	14,522,098.75	3,944,062.84	18,466,161.59
Boone	14,477,177.10	3,617,292.22	419,592.00	6,745,000.00	3,695,292.88	10,440,292.88
Braxton	6,017,335.74	1,990,418.07	393,354.00	2,840,000.00*	793,563.67	3,633,563.67
Brooke	15,947,201.68	3,203,602.68	1,761,639.00	9,850,000.00	1,131,960.00	10,981,960.00
Cabell	26,707,572.85	9,219,861.96	5,334,020.00	-0- *	12,153,690.89	12,153,690.89
Calhoun	3,911,474.76	1,245,656.85	403,322.11	2,100,000.00	162,495.80	2,262,495.80
Clay	2,535,867.44	1,971,913.02	499,715.00	-0-	64,239.42	64,239.42
Doddridge	3,602,360.06	939,807.45	559,574.91	1,871,358.00*	231,619.70	2,102,977.70
Fayette	25,122,159.11	7,782,124.21	3,177,174.50	7,600,000.00	6,562,860.40	14,162,860.40
Gilmer	5,771,823.15	910,895.10	419,734.00	2,199,935.00*	2,241,259.05	4,441,194.05
Grant	5,191,707.60	1,032,765.54	259,755.00	-0-	3,899,187.06	3,899,187.06
Greenbrier	8,038,973.35	4,286,294.45	1,016,935.00	-0- *	2,735,743.90	2,735,743.90
Hampshire	2,712,681.73	1,464,948.05	715,344.67	-0-	532,389.01	532,389.01
Hancock	26,492,311.00	3,952,439.26	3,200,993.00	13,884,487.00	5,454,391.74	19,338,878.74
Hardy	5,177,005.47	1,214,522.00	936,495.47	2,430,000.00	595,988.00	3,025,988.00
Harrison	25,008,363.03	7,702,671.43	3,216,510.27	-0-	14,089,181.33	14,089,181.33
Jackson	12,185,722.36	2,852,174.60	916,420.00	4,530,000.00*	3,887,127.76	8,417,127.76
Jefferson	6,981,528.25	2,821,126.30	2,182,714.57	1,651,380.00	326,307.38	1,977,687.38
Kanawha	57,455,378.80	22,142,236.60	3,039,642.00	-0-	32,273,500.20	32,273,500.20
Lewis	13,886,934.44	1,829,789.20	4,270,599.00	6,430,205.00*	1,356,341.24	7,786,546.24
Lincoln	11,700,807.95	4,125,579.40	2,067,260.43	3,125,000.00	2,382,768.12	5,507,768.12
Logan	15,625,128.71	8,403,068.78	2,481,719.00	1,750,000.00	2,590,340.93	4,340,340.93
Marion	26,487,864.10	5,924,056.90	3,324,487.11	13,388,680.00*	3,850,640.09	17,239,320.09
Marshall	13,418,983.44	3,386,294.85	106,188.00	4,350,000.00	5,576,500.59	9,926,500.59
Mason	16,114,985.75	3,212,264.63	563,504.76	8,307,332.00*	4,031,884.36	12,339,216.36
Mercer	36,249,935.29	8,092,973.97	527,952.28	16,737,105.00	10,891,904.04	27,629,009.04
Mineral	8,979,201.67	3,486,073.22	907,786.49	3,354,000.00	1,231,341.96	4,585,341.96
Mingo	33,477,516.36	6,409,743.44	4,860,649.30	13,342,149.00	8,864,974.62	22,207,123.62
Monongalia	18,320,908.58	4,873,219.34	3,110,957.00	6,995,000.00	3,341,732.24	10,336,732.24
Monroe	4,977,828.47	1,558,453.16	1,275,248.25	1,807,850.00*	336,277.06	2,144,127.06
Morgan	4,783,436.46	1,313,467.89	706,557.73	1,835,000.00	928,410.84	2,763,410.84
McDowell	15,016,147.23	8,448,548.69	198,976.00	4,000,000.00	2,368,622.54	6,368,622.54
Nicholas	10,810,288.33	3,952,472.33	1,180,000.00	4,500,000.00	1,177,816.00	5,677,816.00
Ohio	31,890,626.63	4,128,743.73	4,965,301.50	16,555,000.00	6,241,581.40	22,796,581.40
Pendleton	1,899,930.38	1,002,007.23	478,956.15	-0- *	418,967.00	418,967.00
Pleasants	8,730,657.17	1,019,897.11	3,161,836.00	1,800,000.00	2,748,924.06	4,548,924.06
Pocahontas	6,187,219.12	1,279,437.79	406,741.00	1,550,000.00*	2,951,040.33	4,501,040.33
Preston	11,910,327.15	3,759,690.06	6,027,849.87	-0- *	2,122,787.22	2,122,787.22
Putnam	15,711,876.02	4,139,231.75	1,600,000.00	5,804,091.76	4,168,552.51	9,972,644.27
Raleigh	40,109,729.38	10,434,655.25	3,027,699.00	22,585,000.00	4,062,375.13	26,647,375.13
Randolph	11,055,253.45	3,455,111.79	3,225,668.00	3,537,174.66	837,299.00	4,374,473.66
Ritchie	6,962,555.06	1,396,123.67	886,062.00	3,326,528.00*	1,353,841.39	4,680,369.39
Roane	12,624,172.88	1,771,705.95	1,654,296.33	7,386,500.00**	1,811,670.60	9,198,170.60
Summers	5,884,184.46	1,952,504.77	146,874.99	2,700,000.00	1,084,804.70	3,784,804.70
Taylor	5,117,640.32	2,006,863.18	962,765.15	1,670,934.00*	477,077.99	2,148,011.99
Tucker	3,143,358.56	1,194,771.22	486,762.00	1,285,000.00	176,825.34	1,461,825.34
Tyler	4,121,213.56	1,510,881.56	398,000.00	1,877,334.00	334,998.00	2,212,332.00
Upshur	16,696,913.42	2,448,340.30	800,000.00	3,552,000.00	9,896,573.12	13,448,573.12
Wayne	25,297,733.16	6,444,839.00	2,206,000.00	14,300,000.00	2,346,894.16	16,646,894.16
Webster	6,786,190.84	1,898,339.48	2,225,948.63	2,183,525.66	478,377.07	2,661,902.73
Wetzel	20,273,624.14	2,779,318.46	963,220.00	13,937,449.92	2,593,635.76	16,531,085.68
Wirt	2,798,179.88	972,208.77	932,752.00	550,000.00*	343,219.11	893,219.11
Wood	24,254,151.77	11,220,592.35	1,835,914.00	8,772,691.94	2,424,953.48	11,197,645.42
Wyoming	16,860,719.81	5,214,259.69	1,816,490.00	8,315,000.00*	1,514,970.12	9,829,970.12
TOTALS	$795,154,263.72	$220,087,683.87	$95,445,279.47	$286,363,809.69	$193,257,490.69	$479,621,300.38
		(27.68%)	(12.00%)	(36.01%)	(24.31%)	(60.32%)

*Bond Election Failed
**Special Excess Levy Failed

Funds Processed During 1987-88

Administration, Instruction, State Aid to Counties			
2860	State Administration	$	3,713,198
	Child Development Program		443,932
	Statewide Testing Program		630,596
	Professional Competency Testing		133,044
2870	School Food Service		1,850,000
2950	State Aid to Schools		718,256,584
2960	Exceptional Children		9,071,557
7000	General School Fund		659,747
			734,758,658
State Vocational Education			
2890	Vocational Division		14,869,718
Federal Vocational Education			
7794	Consolidated Federal Funds - Vocational		9,769,558
8241-08	Community Education		41,008
8241-11	Job Training Partnership Act		7,491,567
8241-13	Curriculum Lab		16,320
8241-19	Miner Emergency Medical Training		31,410
8241-21	State Occupational Info. Coordinating Committee		122,943
8241-23	Private Industry Council		233,639
8241-24	Adult Literacy		116
8241-25	Hazardous Materials Training		15,876
			17,722,437
Federal Programs			
7783	Child Nutrition Programs		41,380,020
	Foster Grandparent Program		385,954
	Sex Desegregation		58,929
	State Facilitator		62,461
7787	Drug Free Schools		578,605
7805	Exceptional Children		13,773,334
7979	Veterans Education		75,552
8240-28	Miscellaneous Projects		354
	Byrd Scholarship Program		74,575
	Leadership in Education Administration		84,326
	Governor's Honors Academy		25,000
	Scutheastern Regional Council for Educ. Improv.		15,972
	Arts in Education		2,344
	Dropout Prevention		18,778
	Preston County Academic Center		400,000
8242	ECIA Chapter I		31,338,243
	ECIA Chapter II		3,778,963
	Title II		227,818
			92,271,228
FFA-FHA Camp and Conference Center			
3360	FFA-FHA Camp		219,265
8245-07	Room and Board		783,687
8245-08	Crafts Program		30,074
8245-12	Cedar Lakes Improvement		58,607
			1,091,633
WV Schools for the Deaf and the Blind			
3330	WV Schools for the Deaf and the Blind		5,271,293
8453	Special Revenue		573,721
			5,845,014
	GRAND TOTAL	$	866,558,688